Katimavik

OPCAN

1984 / 1985

FINAL EVALUATION REPORT

KATIMAVIK

PROGRAM YEAR 8

submitted

to OPCAN Board of Directors

by Paul Phaneuf, Executive Director

20th of September, 1985

2270, avenue Pierre-Dupuy, Cité du Havre, Montréal, Québec H3C 3R4, Tél: (514) 861-9901

OPCAN

1984/1985

FINAL EVALUATION REPORT

KATIMAVIK

PROGRAM YEAR 8

Prepared by

Ken de la Barre
Lucie Gagnon
Peter Lépine

September 1985

TABLE OF CONTENTS

Section		Page
	EXECUTIVE SUMMARY	1
1.	INTRODUCTION	
	1.1 Program Description	8
	1.2 Program Statistics	9
	1.3 Purposes of the Evaluation	10
	1.4 Evaluation Issues	10
	1.5 External studies of the Katimavik Program	11
2.	PROGRAM DELIVERY	
	2.1 Methodology used	13
	2.2 Detailed Results	
	2.2.1 Pre-project Information	14
	2.2.2 Participant Orientation	15
	2.2.3 Physical Living conditions	15
	2.2.4 Social Living Conditions	16
	2.2.5 Work Projects	22
	2.2.6 Learning Programs	23
	2.2.7 Military Option	23
	2.2.8 International Exchange Programs	24
	2.2.9 International Youth Year	26
	2.3 Overview of Program Delivery	28
3.	DIRECT PROGRAM EFFECTS	
	3.1 Methodology Used	29

3.2 Detailed Results

3.2.1 Cultural Diversity, Official Languages..... 30
3.2.2 Work Training and Experience..... 30
3.2.3 Environment, Awareness and Development..... 31
3.2.4 Service to communities..... 32

3.3 Overview of Program Effects..... 32

4. INDIRECT PROGRAM EFFECTS

4.1 Participants

4.1.1 Employment and Educational Decisions..... 33
4.1.2 Financial Impacts..... 34

4.2 Sponsors..... 34

4.3 Canada

4.3.1 Support for the Katimavik Program..... 35
4.3.2 Economic Benefits to the Canadian Economy..... 36

4.4 International Exchange Programs..... 36

5. PROGRAM EFFICIENCY

5.1 Methodology Used..... 39

5.2 Sources of Funds..... 39

5.3 Uses of Funds..... 39

5.4 Cost Effectiveness..... 41

5.5 Costs/Benefits..... 42

6. COMPARISON OF KATIMAVIK TO SIMILAR PROGRAMS..... 43

7. CONCLUSIONS

7.1.1 Program Effects 46
7.1.2 Program Delivery 46
7.1.3 Program Efficiency 48

8. RECOMMENDATIONS

8.1 Follow-up on Previous Recommendations for the Program

8.1.1 Communications 49
8.1.2 Programming 49

8.2 Future Evaluation Issues 51

REFERENCE MATERIAL 52

LIST OF TABLES vi

LIST OF FIGURES vii

LIST OF APPENDICES x

LIST OF TABLES

Page

SECTION 1

T1.1 Year 8 Statistics..... 9

SECTION 2

T2.1 Program Delivery Questionnaire Response Rates, Year 8... 13

T2.2 Sponsor Questionnaire Response Rates, Year 8..... 14

T2.3 Participant Attrition Rates..... 17

T2.4 Group Leader Turnover, Year 8..... 20

T2.5 Exposure to IYY Materials..... 27

T2.6 Degree of Participation in Forestry Week..... 28

SECTION 3

T3.1 Effects Questionnaire Response Rates, Year 8..... 29

SECTION 4

T4.1 Estimated Value of Participant Services on Work Projects, Years 5 to 8..... 35

SECTION 5

T5.1 Ile Perrôt Training Centre Revenues and Expenses..... 40

SECTION 6

T6.1 Features of five Major Youth Programs..... 44

T6.2 A Comparison of Efficiency Indicators..... 45

LIST OF FIGURES

SECTION 1

Figure		Page
F1.1	Project Purpose, Year 8	54
F1.2	Sponsors' Funding Sources, Year 8	54

SECTION 2

F2.1	Information Received Prior to Start	55
F2.2	Participant Orientation	55
F2.3	Cleanliness of Residence	56
F2.4	Maintenance of Residence	56
F2.5	Security in Residence	57
F2.6	Safety of Transportation	57
F2.7	Safety of Worksite	58
F2.8	Participant Attrition by Phase	58
F2.9	Participant Attrition by Category	59
F2.10	Group Size	59
F2.11	Group Composition - Gender	60
F2.12	Group Compostion - Language	60
F2.13	Group Composition - Regional Representation	61
F2.14	Quality of Group Life	61
F2.15	Code of Conduct	62

F2.16 Quality of Group Leader..... 62

F2.17 Language of Group Leader..... 63

F2.18 Community Integration..... 63

F2.19 Usefulness of Work Project..... 64

F2.20 Quality of Work Project..... 64

F2.21 Physical/Non Physical Split..... 65

F2.22 Quality of Work Supervisor..... 65

F2.23 Sponsor's Assessment of Participants..... 66

F2.24 Amount of Information on Learning Program Activities..... 66

F2.25 Usefulness of Individual Development Plan..... 67

F2.26 Usefulness of Group Development Plan..... 67

F2.27 Teaching of Military Skills..... 68

F2.28 Satisfaction with Military Option..... 68

F2.29 Overall Assessment..... 69

SECTION 3

F3.1 Knowledge of Canada..... 69

F3.2 Acquisition of 2nd Language..... 70

F3.3 Specific Skills..... 70

F3.4 Higher Order Skills..... 71

F3.5 Higher Order Skills..... 71

F3.6 Higher Order Skills..... 72

F3.7 Poor Nutritional Habits..... 72

F3.8 Good Nutritional Habits..... 73

F3.9 Shopping & Health Habits..... 73

F3.10 Environmental Awareness..... 74

F3.11 Conservation Habits 74

F3.12 International Awareness 75

F3.13 Overall View of Katimavik 75

SECTION 4

F4.1 Participant Occupation..... 76

F4.2 Katimavik Influence on Work and Study Choice..... 76

SECTION 5

F5.1. Katimavik Costs per Participant 77

F5.2. Katimavik Project Costs 77

LIST OF APPENDICES

1. Hierarchy of Objectives (September 1984).
2. Intended Effects of the Program (December 1984).
3. Profile (December 1984).
4. Questionnaire to participants on program effects and Year 8 results.
5. Questionnaire to participants on program delivery and Year 8 results.
6. Questionnaire to sponsors on program delivery and effects.
7. Type of work done by Katimavik participants.

ACKNOWLEDGEMENTS

Special thanks go to:

. Participants and Group Leaders, without whose collaboration this study would not have been possible.

. Jennifer Pepall, who helped in the drafting of this report.

. Michel Gagnon, who did many of the in-depth analyses.

. Joanne Leeming and Kathleen Young, who produced the report.

EXECUTIVE SUMMARY

This summary highlights the major findings of the evaluation efforts in 1984/1985.

1. Program Delivery

81% of the Year 8 participants (representing 85% of the projects) answered the Program Delivery Questionnaire, and 61% of the Year 8 sponsors answered the Sponsor Feedback Questionnaire.

1.1 Pre-Project Information

60% of the participants felt that the information that they were provided with prior to their arrival on the project sites described their experience very well or well.

The areas that they consider important to have good information on are the following:

the content of the work projects
the kinds of community contact where the project takes place
the kinds of cultural and leisure activities available outside of work
the learning program activities.

1.2 Participant Orientation

The participants were generally happy with the orientation that they received. 67% felt that it gave them a very good or fairly good picture of the trimester to come.

1.3 Physical Living Coditions

Overall, the participants felt that their living conditions were clean and safe. However, some problems were noted:

60% said that no fire drills were carried out
43% said that there was no fire evacuation plan known by all and clearly posted.

72% felt that their on-site transportation was always or often safe.

41% felt that the worksites were always safe.

Specific problems noted were:

74% said that they were not always provided with protective equipment
72% reported that tools and equipment were not always in good working condition
52% said that there was not always a first-aid kit on the worksite (8% said never).

1.4 Social Living Conditions

Enrollment, at 4092, averaged 12.6 participants per project, and was 5% over Katimavik's contract commitment. Attrition was 31.1%, or 5% more than Year 7.

Only a small percentage of the groups maintained the ideal participant mix from the beginning to the end of the program. 36% of groups maintained the ideal male/female split, 44.6% the ideal english/french split and 9% the ideal regional representation over the course of the program.

60% of those who did not complete the program were male, 83% had only high school education and 35.5% were unemployed prior, compared to 47% male, 76% with high school and 17% unemployed for those who completed the program.

The participants were generally happy with the way their groups functioned, with 62% reporting that their group always or often worked well together.

53% of participants were willing to admit that members of their group broke the code of conduct at least occasionally, and 42% felt that their Group Leader enforced the code in a consistent and fair manner.

Group Leader turnover averaged 47%. An estimated 42% of the project sites experienced turnover during the participants' stay.

21% of the participants in Quebec reported that their Group Leader used only or mostly french, 63% that their Group Leader used english and french equally, and 16% that their Group Leader used mostly or only english; this compares to 1%, 22% and 76%, respectively, for the other regions.

43% could not say how well their Local Katimavik Committee (LKC) worked, and 55% did not know what goes on at LKC meetings.

25% of the participants in Ontario reported having billeted less than two weeks or not at all, 22% in the Prairie and Atlantic regions, and 11% in the Quebec and Pacific regions.

1.5 Work Projects

73% of the participants felt that they were doing useful work for the community. Projects in the Pacific region were rated highest on this dimension and projects in Ontario lowest.

64% of the participants felt that the work projects were useful for developing their workskills. However, 36% were very often or often dissatisfied with the quality of the work projects.

Specifically:

42% felt that there often was insufficient work for all the participants
41% felt that the work was quite often monotonous
30% felt that they very often were wasting their time.

Projects in Quebec were rated lowest for developing participants' workskills and highest for being a waste of time. The Pacific and Prairie regions were rated best on both of these scales.

The participants' overall assessment of the work supervisors is quite positive, with 68% stating that they were appropriately available, skilled and motivated.

The sponsors were in general happy with the work carried out, and approximately 70% were very satisfied with the participants.

1.6 Learning Programs

The Individual Development Plans were rated very useful or useful by 47% of the Participants, expecially for increasing the degree to which they could work without assistance and achieving the objectives they had set for themselves.

The Group Development Plans were rated very useful or useful by 52%, especially for planning group activities throughout the project.

1.7 Military Option

80% of the Military Option participants felt that military skills were taught very well or well.

57% were satisfied with the lifestyle and discipline of the Military Option.

63% felt that Katimavik's objectives were respected completely or fairly well.

1.8 International Exchange Programs

51 Katimavik participants were involved in a 3-month exchange program with the California Conservation Corps (CCC). As well, 60 CCC members spent 3 months on Katimavik project sites.

1.9 International Youth Year

62.7% of Year 8 projects had tree project components. However, only 11% of the phase 4 participants said they participated in tree project activities during their third trimester, and only 15% participated in Forestry Week.

82% of the phase 4 participants said that they regularly participated in activities to improve their physical fitness during their third trimester.

34% said that they participated in activities involving local youth.

1.10 Overview of Program Delivery

74% of the participants felt that the program delivery was very adequate or adequate.

85% of them would definitely or probably recommend the program to a good friend.

2. Direct Program Effects

71.5% of the Year 8 participants (representing 81% of the projects from phases 1, 2 and 3; phase 4 was not surveyed) answered the Program Effects Questionnaire.

2.1 Cultural Diversity, Official Languages

67% of the participants felt that Katimavik had given them a much better or somewhat better knowledge of the country.

61% of the participants felt that they were better able to use their second language and 63% to better understand it. Francophones more often stated that they noted an improvement as a result of Katimavik than Anglophones.

2.2 Work Training and Experience

The participants noted improvements in specific and higher order skills as a result of Katimavik. Among the specific skills, those that stand out are house management skills, with 67% reporting an improvement, and job search skills, with 60% reporting an improvement. The higher order skills that stand out are tolerance and perseverance with 64% reporting an improvement and communication with 65% reporting an improvement.

2.3 Environment, Awareness and Development

56% of the participants felt that they practiced poor nutritional habits somewhat or much less than before Katimavik, and 48% felt that they practiced good nutritional habits much or somewhat more than before Katimavik.

49% reported an improvement in food buying habits and 31% an improvement in fitness and health habits as a result of their Katimavik experience.

When asked to respond to a series of statements on conservation and pollution, 51% of the participants showed an awareness of environmental and conservation problems.

37% reported an increased interest in other cultures and 31% an increased interest in international problems as a result of their Katimavik experience.

2.4 Service to Communities

96% of the Year 8 sponsors rated the participants' work as very valuable to the community and to society.

2.5 Overview of Direct Program Effects

86% of the participants rated the Katimavik Program as very useful or useful to their personal development.

3. Indirect Program Effects

A telephone survey of 403 former participants from Years 1 to 5 was conducted for the Evaluation Office in May 1985. As well, a survey of 49 Year 7 sponsors and 172 Year 7 participants was conducted in April and May, 1985.

3.1 Employment and Education of Participants

Just over 50% of the participants employed at the time of the surveys felt that Katimavik had influenced their choice of occupation. 65% of those in school felt that Katimavik had helped them to decide on a field of study.

57% of those participants working when surveyed said that they had acquired skills during their Katimavik experience that they use in their work.

The former participants surveyed had an unemployment rate of 9.4%.

The survey of Year 7 participants found that their after-Katimavik full-time and part-time wages had increased by 8% and 6.8% respectively over what they had been before Katimavik.

3.2 Indirect Effects on Sponsors

Sponsors benefited from an estimated $13.2 million worth of volunteer service provided by the participants in Year 8.

Approximately $56,000 was directly spent by Katimavik in each community where a project was located in Year 8.

3.3 Indirect Effects on Canada

In April, 1985, 39% of Canadians were aware of the Katimavik program and of those, 90% felt that government funding of the program should be increased or maintained.

4. Program Efficiency

4.1 Sources of Funds

The federal government, sponsors and participants contributed an estimated $71.6 million to the Katimavik program in Year 8.

4.2 Cost Effectiveness

Cost per participant enrolled has decreased by 33% since Year 1 and stands at $9,337 in Years 7 and 8.

In Years 7 and 8, direct project spending represents 71.25% of total spending.

4.3 Costs/Benefits

Every dollar spent by Katimavik and sponsors generates an estimated $2.43 in production in the Canadian economy.

An estimated 1386 jobs were generated in Canada as a result of Katimavik's Year 8 activities.

5. Future Evaluation Issues

Integration of all project-related information (on participants, Group Leaders and sponsors) into a single data base.

A study of Group Leader attrition, including looking at the role of the Group Leader, selection criteria, reasons for departures and length of stay.

1. INTRODUCTION

1.1 Program Description

Founded in the spring of 1977, Katimavik was designed to provide Canadian youth with the opportunity for personal development, by carrying out volunteer work as part of a program intended to benefit society at large.

Objectives

Katimavik Program Objectives, taken from the Memorandum of Agreement (May 1984), are:

> "Preparing young Canadians aged 17 to 21 to contribute to a better quality of life in Canadian society by giving them the experience and the values associated with group life and volunteerism, the skills and experience of concrete volunteer work in projects of lasting value to Canadian communities, the knowledge and appreciation of Canada, of its environmental conditions, the opportunity to learn a second official language and an occasion to make choices about their future."

Design

Each participant is an unmarried Canadian citizen or landed immigrant 17-21 years of age. He or she is randomly selected and assigned to a group of 12 which is demographically representative of the Canadian population at large. Participants live together for 9 months in 3 different parts of Canada under the supervision of a Group Leader. One trimester is spent in an urban setting, the other two in rural or isolated settings. One of the 3 trimesters is spent in a francophone community. Participant time is divided between the sponsor's work project, household tasks, and learning program activities.

Each work project is a joint effort, undertaken by Katimavik and a sponsor. Katimavik provides the volunteer services required and covers expenses related to these volunteer services such as housing, food, etc. Sponsors provide materials, tools and work site supervision.

Each work project must be a non-profit undertaking. It must enable the sponsoring organization to attain an objective that would otherwise be out of reach without Katimavik's contribution. Furthermore it should provide challenging and stimulating work for the participants. Finally, project results must be tangible and of value to the community.

Work projects have two components: physical work (75% of participant work time) and non-physical labour such as social services (25% of time). Participants work 35 to 40 hours per week. At the beginning of each trimester, participants receive an orientation with regards to the work project and the community.

Experience based Learning Programs are an integral part of the Katimavik program. They are undertaken as part of and in addition to the work projects. They have been specifically designed to help participants attain Katimavik objectives. The learning programs are: work skills, second language, environmental awareness, socio-cultural awareness, nutrition and well-being, active leisure and international awareness. The programs are supported by a variety of resource materials. The learning program activities are community-based, helping participants to integrate into the local community.

Approximately 10% of participants spend one of their trimesters training with the Canadian Armed Forces (The Military Option).

1.2 Program Statistics

Table 1.1 below lists the numbers of participants and sponsors in Katimavik's Program Year 8.*

TABLE 1.1

YEAR 8 STATISTICS

Phase	# Communities	# Sponsors	# of enrolled participants
1	75	196	942
2	75	218	963
3	75	228	962
4	99	272	1225
TOTAL	324	914	4092
EXCHANGE PRGS.	5	N/A	60

*Program Year 8's fiscal year went from April 1, 1984 to March 31, 1985 and consisted of four groups of projects, or phases, which began on May 16, June 20, July 25 and August 29, 1984. Each project lasted 9 months, divided into 3 three-month trimesters.

Figures 1.1 and 1.2 provide some insight into who Katimavik's sponsors are. Figure 1.1 breaks down the areas of involvement of the sponsors. The majority, 44%, work in community development, the next highest category is educational, at 29%. 7% of the sponsors are concerned with environmental issues.

Figure 1.2 shows the sponsors' major funding sources. 34% are funded primarily by provincial governments, 24% by municipal governments, 17% by private sources, and 5% by the federal government. In total 63% of Katimavik's sponsors' primary source of funding is governmental.

1.3 Purposes of the Evaluation

a) To inform and to assure Opcan's Board of Directors, program participants and staff, the funding bodies and the general public that an objective review and assessment of all the Corporation's major programs and activities is taking place; and to determine the extent to which such programs and activities are achieving their objectives.

b) To establish a positive process in which all levels of the organization, as well as the organization's project sponsors, will be directly involved in the review and assessment of the organization's programs and activities.

c) To identify program strengths and weaknesses and to establish a system that will insure that opportunities for improvement are followed up.

d) To ensure that participants have the opportunity and the means to assess and to learn from their experiences in the program.

e) To establish an information system that will meet both present and future internal evaluation and operational needs.

1.4 Evaluation Issues

The following are the main issues which will be addressed in this report:

Program Delivery

The evaluation will ascertain the actual nature (i.e. form and content) of the Katimavik project as lived by its participants individually and as a group. (See Appendix 3)

Direct Program Effects

The evaluation will determine if the program objectives, as spelled out in the Hierarchy of Objectives and Intended Effects (See Appendices 1 and 2), are being achieved in the short and long term. The evaluation will focus on what the Katimavik program officially intends to accomplish, namely the personal development of youth and service to Canadian communities.

Indirect Program Effects

The evaluation will include a presentation of any important side-effects, both positive and negative, which were not mentioned in the Hierarchy of Objectives.

Program Efficiency

The evaluation will discuss cost effectiveness (ie. the sources and uses of funds, and the important financial indicators of efficiency) and costs/benefits (ie. financial benefits to participants, communities and Canadian society).

1.5 External Studies of the Katimavik Program

This report treats strictly the data obtained as a result of internal evaluation efforts. However, Katimavik is presently the subject of two research and evaluation studies , one by Public/Private Ventures of Philadelphia, Pa. and the other by Michael W. Sherraden of St. Louis, Missouri.

Public/Private Ventures (P/PV) are studying Katimavik in the framework of an assessment of Youth Conservation and Service Corps Programs, a two year study that includes the California Conservation Corps, the Marin Conservation Corps, Katimavik, the San Francisco Conservation Corps and the National Service Corporation's City Volunteers Program in New York City. The first goal is a refinement of the programmatic concept in order to clarify expectations: Just what are youth corps programs and what can realistically be expected of them? The second goal is to examine the key implementation issues so as to provide information for current efforts at the state and local levels. The Katimavik case study should be completed during the 1st trimester of 1986.

Michael Sherraden's research proposal is a study of Katimavik as an experiment in public policy. The purpose is to derive policy and administrative "lessons" which might be applied in the United States or other countries. More specifically the study:

- describes the development of Katimavik as public policy, looking at its historical roots and its growth and change since it began in 1978
- describes and reviews Katimavik's administrative structure and organizational strengths and weaknesses
- describes program delivery in the field
- evaluates the response of program participants
- evaluates the response of the public at large
- assesses the extent to which Katimavik's objectives are being achieved
- identifies unintended outcomes of the program, both positive and negative

Results from this research will be available in March 1986.

2. PROGRAM DELIVERY

2.1 · Methodology used

The information used to evaluate the delivery of the Katimavik program comes from three main sources: questionnaires administered to participants and sponsors, internal operational data and a synthesis of various reports, studies and other documents produced over the past year.

The questionnaires were administered by the Group Leaders during the participant debriefing periods at the end of the second trimester (phase 4) and at the end of the third trimester (phases 1, 2 and 3). The response rates obtained are as follows:

TABLE 2.1

PROGRAM DELIVERY QUESTIONNAIRE RESPONSE RATES, YEAR 8

Phase	No. Participants	No. Responses	Response rate (%)	No. Groups	No. Groups represented	% Representation
1	590	485	82.2%	75	60	80%
2	624	445	71.3%	75	61	81.3%
3	690	544	78.8%	75	65	86.7%
4	950	824	86.7%	99	88	88.9%
TOTAL	2854	2298	80.5%	324	274	84.6%

Given the overall response rate of 81% and the fact that 85% of the groups are represented, we are confident that the questionnaire responses are an accurate reflection of the views of the Year 8 participants.

The questionnaire solicits the participants' opinions on all aspects of program delivery, and is divided into the following sections: personal information, quality of the information received prior to arriving at Katimavik, participant preparation (orientation period), physical living conditions, social living conditions, work projects, learning programs, overall assessment, and military option.

The Sponsor Feedback questionnaire is filled out by sponsors during their last Local Katimavik Committee meeting. The response rates obtained are as follows:

TABLE 2.2

SPONSOR QUESTIONNAIRE RESPONSE RATES, YEAR 8

Phase	No. of sponsors	No. of responses	Response rates
1	196	159	81%
2	218	143	66%
3	228	102	45%
4	272	152	56%
TOTAL	914	556	61%

Given the overall response rate of 61%, we are confident that the questionnaire responses are an accurate reflection of the views of the Year 8 sponsors.

The questionnaire solicits the sponsors' views on the following:

- Where they heard of Katimavik
- What media are best for attracting them to the program
- The materials aimed at them
- The effectiveness of the project development process
- The Katimavik staff with whom they deal
- The participants
- Their overall level of satisfaction with the program

The following information (operational data) was also used in the evaluation of program delivery:

- Participant enrollment and attrition figures
- Participant demographic information
- Group size and composition information
- Group Leader turnover figures
- Sponsor demographic information
- Various other project-related data.

2.2 Detailed Results

2.2.1 Pre-project information

The general consensus of the participants is that the information given to them prior to the start of the program is inadequate.

60% said that it described their experience very well or well whereas 33% said that it described their experience poorly or very poorly (fig.2.1).

The areas that they felt were best described were the opportunity of travelling across Canada and the code of conduct . Those that they felt were the least well described were the content of the work projects (type of work and activities) , learning program activities other than second language and workskills , and the kinds of cultural and leisure activities available outside of the work project .

The analysis of the questionnaire responses indicates that the participants' overall assessment of the information received prior to entering the program is strongly associated with their assessment of the information given on:

- the content of the work projects (type of work and activities)
- the kinds of contact with the community where the project takes place
- the kinds of cultural and leisure activities available outside of work
- the workskills program and activities
- the five other learning programs.

In other words, the participants feel that these are the points that are the most important to have information on before starting the program.

2.2.2 Participant Orientation

67% of the participants felt that the orientation session they received at the beginning of the trimester explained very well or fairly well the various aspects of the trimester (fig.2.2). Two items stand out as being less well explained: the usefulness of setting up a Group Development Plan and the description of the host community's political, economic and social aspects.

The participants reported an average duration for the orientation of 3.4 days. Most felt that it was just long enough (64%) and that the amount of information provided was adequate (71%).

2.2.3 Physical Living Conditions

a) Maintenance and cleanliness of the Katimavik residence

62% of the participants felt that the residence was very clean or clean when they arrived and that it stayed that way throughout the trimester. Only 10% felt that it was dirty (figure 2.3). When asked to rate their own cleanliness habits, 65% said that they practiced good cleanliness habits very often or often (figure 2.4).

b) Safety in the residence

Overall, the Katimavik residences were rated very safe by 71% of the participants (figure 2.5). However, some security problems were noted. 60% said that no fire drills were carried out, 43% said that there was no fire evacuation plan known by all participants and clearly posted, and 24% said that exits were not clearly marked.

When the responses to these questions were broken down by region, the only significant difference noted was on the question "There is a fire evacuation plan which is known by all participants and clearly posted." 32% of the participants in the Atlantic Region answered positively as compared to 60% in the Pacific Region and 65% in the Ontario Region.

c) Vehicle Safety

The participants felt that their on-site transportation was very safe. 52% felt that it was always safe, and only 9% felt that it was only occasionally or never safe (figure 2.6). No significant regional differences were noted. However, some caution must be used in interpreting these results as an average of 16% of the respondents did not answer these questions.

d) Worksite safety

The participants' views on worksite safety are less positive. 41% felt that the worksites were always safe (figure 2.7). As well, their responses indicate that there are a number of problems with the worksites. 26% were always provided with protective equipment, 28% reported that the tools and equipment they used were always in good working condition and 48% said that there was always a first-aid kit on the worksite. No significant regional differences were noted. Again, caution must be used in interpreting these results as an average of 16% of the respondents did not answer these questions.

2.2.4 Social Living Conditions

a) Demographics

The composition of Katimavik groups should be as representative of the Canadian population as possible. Because of the relatively small scale of the program, this objective is not always achieved. Ideally, a Katimavik group of 12 participants should have the following characteristics: 50% female, 50% male; 33% Francophone, 67% Anglophone; 11% from Eastern Canada, 28% from Western Canada, 28% from Quebec and 33% from Ontario.

Over the course of the year, attrition inevitably affects the composition of the groups. In year 8, only a small percentage of the groups maintained the ideal participant structure from the beginning to the end of the program. Replacements are automatically found only if participants drop out during the first 6 weeks of the program. After this period, replacements are made at the discretion of the Regional Director.

By analyzing the attrition data, we are able to determine in what ways the groups deviate from the "model" group by the end of the program. Figures 2.8 to 2.13 illustrate this analysis. Each graph highlights a particular characteristic of the group at the end of Year 8.

The total enrollment for Year 8 was 4092 participants, or an average of 12.6 participants per project. Katimavik enrolled 204 more participants than was required by their contract commitment.

During the year, 1274 participants dropped out of the program. Figure 2.8 shows the attrition percentages for each phase of Year 8. The average attrition rate was 31.1%. Two-thirds of the departures were voluntary while the other third were due to medical problems or dismissal. Phases 1 and 2 show a high level of attrition, which decreased significantly during Phases 3 and 4.

Figure 2.9 shows the attrition rates for years 5 to 8, split by voluntary and dismissal. The overall attrition rate for these four years is 28.6%

There has been no significant change in the pattern of attrition over the past four program years (Table 2.3) , until Year 8, where attrition is 18% higher than Year 7.

TABLE 2.3

PARTICIPANT ATTRITION RATES

Year	Phase	Total Attrition
5	1 & 2	27.8%
6	1 & 2	28.9%
7	1 – 6	26.3%
8	1 – 4	31.1%

This is partly accounted for by problems that occured in the first 2 phases. There were insufficient participant applications and some replacements were made from non-selected applicants from Year 7 (Year 8 Phase 1 required 900 participants but Katimavik only received 651 applications). This meant that Katimavik (or the timing of participation) was not the first choice of many of the participants selected. When a more regular selection was adopted in Phases 3 and 4 of Year 8, the attrition rate returned to normal levels.

A close examination of attrition data reveals certain differences between participants who remained in the program and those who left. The characteristics of sex, occupation on enrollment and educational background seem to be of particular significance. 60% of the participants who dropped out of Katimavik were male. 83% had only reached a secondary school level of education and 35.5% had been unemployed at time of enrollment. These figures compare to 47% male, 76% with only high school education and 17% unemployed for those who completed the program.

Some minor differences are apparent that relate to the age, language and economic background of the participants who dropped out of the program. They tended to be younger (17 and 18) and English-speaking. They also tended to come from lower-income backgrounds. We cannot, however, definitely link these characteristics to attrition given the small differences in these areas between participants who finished the program and those who did not.

Total Group Size

Figure 2.10 represents the attrition rate in terms of group size at the end of Year 8. The most frequently occurring group size was 10 participants. The average group size, however, was just under 9 participants.

Gender Breakdown of Participants Within Groups

Figure 2.11 indicates that 36.2% of the groups maintained the ideal combination of 50% female and 50% male. Due to the fact that the attrition rate of male participants was greater than that of females, 15% of groups were 65% or more female and only 4% were 65% or more male.

Linguistic Breakdown of Participants Within Groups

As can be seen in Figure 2.12, 44.6% of the groups kept their initial ratio between French and English participants (1:2). No significant trend was noted among those groups that did not maintain the ideal ratio.

Regional Representation of Participants Within Groups

Figure 2.13 illustrates the regional balance between participants in Year 8 groups at the end of the program. There is a noticeable degree of variation in these statistics as the residency criterion has a lower priority than those of sex and language when departing participants are replaced.

9.0% of all groups maintained the ideal regional representation of participants. Groups matching two of the four residency criteria occurred most frequently. Generally, the more the regional representation was distorted, the more likely it is that Quebec was over represented in the group.

b) Group Life

For the most part, the participants were quite happy with the way that their groups worked. 62% reported that their group always or often worked well together (figure 2.14). However, 45% of them reported that some participants never or only occasionally mixed with the other members of the group.

65% of participants in the Atlantic Region said that they had three or more meetings with other Katimavik groups, 62% in Ontario, 56% in the Pacific, 40% in Quebec and 38% in the Prairies.

c) Code of Conduct

When asked to rate their adherence to the code of conduct, 31% reported that the participants in their group never break the rules (figure 2.15). On average 16% did not answer these questions; given this likely bias in the sample, we should be wary of trying to over interpret the responses to these questions. Whatever the reality, 53% of the participants were willing to admit that the participants in their group broke the code of conduct at least occasionally.

Figure 2.15 also shows how they viewed their Group Leader's enforcement of the rules. Only 42% felt that their Group Leader enforced the rules in a consistent and fair manner.

d) Group Leader

The Group Leader is probably the most important element in the delivery of the Katimavik program. As such, Group Leader turnover can have a detrimental effect on Katimavik's ability to deliver the program, and consequently on their ability to contribute significantly to the personal development of the participants.

TABLE 2.4

GROUP LEADER TURNOVER YEARS 7 AND 8

Period	Atlantic			Quebec			Ontario			Prairies			Pacific			Total		
	# projects	Turnover		# projects	Turnover		# projects	Turnover		# projects	Turnover		# projects	Turnover		# projects	Turnover	
		Total	Net		Total	Net		Total	Net		Total	Net		Total	Net		Total	Net
7.1-7.3 (pre-expansion)	25	52%	44%	34	41.2%	14.7%	25	52%	20%	26	23.1%	19.2%	25	60%	32%	135	45.2%	25.2%
7.4-7.6 (expansion)	27	29.6%	22.2%	60	42.4%	28.3%	49	59.2%	32.7%	33	27.3%	21.2%	18	50%	27.8%	187	42.2%	27.3%
Total Yr 7	52	40.4%	32.7%	94	40.4%	23.4%	74	56.8%	28.4%	59	25.4%	20.3%	43	55.8%	30.2%	322	43.5%	26.4%
Year 8	38	52.6%	31.6%	90	37.8%	30%	104	44.2%	30.8%	51	52.9%	49%	29	72.4%	24.1%	312	47.4%	33%

The Group Leader Turnover figures quoted here (Table 2.4) represent all Group Leader changes, be they dismissals, resignations, promotions, transfers, medical leaves or temporary postings as District Group Leaders, Supplementary Group Leaders, etc. during their contract period of 12 months (total turnover), and Group Leader turnover due to dismissals and resignations (net turnover) for Years 7 and 8, as reported by the Human Resources Department.

Due to the fact that some projects experienced multiple turnover (i.e. had more than two Group Leaders), it is estimated that 42% of the project sites, 132 projects, experienced a change of Group Leader over the 12 months. In year 8, 47% of the turnover was due to Group Leaders resigning, 16% due to dismissal and 30% due to promotions, transfers and medical leaves.

The participants' views of the Group Leaders are as follows: 70% felt that the Group Leaders always or often handled their jobs in an appropriate manner (figure 2.16). The results were not all positive, however. 55% said that their Group Leader always lived in the Katimavik residence six days out of seven.

Figure 2.17 shows the language used most often by the Group Leaders. As can be seen, there is no balance between French and English. Some regional differences were noted in the participants' views. 21% of the participants in Quebec said that the Group Leader used only or mostly French, compared to 0.6% to 2.4% from the other regions, and 63% in Quebec said that the Group Leaders used English and French equally compared to 21% to 26% from the other regions. Conversely, 16% of the Quebec participants said that the Group Leaders used only or mostly English compared to anywhere from 73% to 79% from the other regions.

e) Community Integration

34% of the participants felt that their group was always or often involved with the host community. 17% said that they were never involved with the host community (figure 2.18).

When asked about how well the Local Katimavik Committee (LKC) worked, 43% of the participants did not answer . When asked what goes on at LKC meetings, 55% did not answer. Only 26% stated that they always or often discussed among themselves problems to be raised at LKC meetings.

A regional difference of note concerns the amount of billeting done. In Ontario, 25% of participants said that they had billeted less than 2 weeks or not at all, compared to 22% in the Prairie and Atlantic regions and 11% in the Quebec and Pacific regions. The Pacific Region (at 3.8%) is the only region where less than 10% of participants said that they had not billeted at all.

2.2.5 Work Projects

a) Participants

Figure 2.19 shows how the participants rated the usefulness of the work projects. 73% felt that the work that they were doing was useful for the community and 64% felt that the work projects were useful for developing their workskills.

When asked to rate the quality of the work projects (figure 2.20) 36% were very often or often dissatisfied with their quality. More specifically, 42% felt that quite often, there wasn't enough work for all of the participants, 41% felt that the work was very often monotonous and 30% felt that they were very often wasting their time.

Figure 2.21 shows the participants' evaluation of the proportion of physical and non-physical work over the trimester. 24% felt that the split was 75% physical and 25% non-physical. These results represent one trimester only and do not necessarily reflect the overall split for the 9 months.

There are some regional differences worth noting in the participants' assessment of the work projects. 37% of the projects in Ontario were rated as being of little or no use to the community, compared to 30% in Quebec, 22% in the Atlantic, 16% in the Prairies and 11% in the Pacific.

Projects in Quebec were rated lowest for developing the participants' workskills and highest for being a waste of time. The Pacific and Prairies projects were rated best on both of these scales.

Concerning the split between physical and non-physical work, projects in the Pacific and Ontario regions were judged least physical, with 85% of participants rating them at 0% or 25% physical, compared to 46% for the Prairies, 39% for the Atlantic and 37% for Quebec.

The participants' overall assessment of the work supervisors is quite positive. 68% of the respondents stated that the supervisors were appropriately available, skilled and motivated. Nevertheless, 27% of the participants did feel that the supervisors were not always as qualified as they should be (figure 2.22).

b) Sponsors

Sponsors have also expressed favourable opinions regarding work carried out. Furthermore, they were pleased with participant capabilities and behaviour and attitudes in a work environment (figure 2.23).

Although the majority of Group Leaders spent less than one hour per week at the project site, a high proportion of sponsors felt that it was sufficient to bring them up to date. In general, sponsors were satisfied with Group Leaders.

2.2.6 Learning Programs

49% of the participants felt that there was just the right amount of information provided for the learning programs (figure 2.24). Of those 42% who felt that there was too little information, the learning programs most often cited as lacking information were International Awareness, Second Language, and Environmental Awareness and Appropriate Technology.

47% of participants felt that the Individual Development Plans (IDP) were very useful or useful (figure 2.25), especially for increasing the degree to which they could work without assistance and achieving the objectives they had set for themselves. The IDPs were viewed as least useful for planning project activities.

The Group Development Plans (GDP) were rated very useful or useful by 52% of participants (figure 2.26). They were rated most useful for planning group activities throughout the project and least useful for making use of all available time outside the work projects.

2.2.7 Military Option

There were 12 Military Option projects in Year 8, all in Phase 4; 6 at CFB Esquimalt, 3 at CFB Farnham and 3 at CFB Aldershot. 113 participants answered the questionnaire. This represents 1/3 of the participants who went through the Military Option.

The participants were asked to rate how well the various military skills were taught during the Military Option. (Figure 2.27). 80% felt that they were taught well or very well, and only 10% felt that they were taught poorly or very poorly. Those aspects with the highest rating were rapelling and use of compass and maps and the worst ratings were received by defensive driving , group life and rigorous physical training .

The participants were then asked to rate their degree of satisfaction with the lifestyle and discipline of the Military Option. The results are shown in Figure 2.28. As can be seen, more of the participants were satisfied (57%) than dissatisfied (40%). No one aspect stands out as being rated better or worse than the others.

Finally, they were asked to rate how well Katimavik's objectives (personal development, community service, environmental awareness and knowing and understanding the country) were respected in the Military Option. 63% felt that they were respected completely (23%) or fairly well (40%), and 33% poorly (16%) or not at all (17%). The ones that stand out are personal development, with 94% saying completely (43%) or fairly well (51%) and community service with 68% saying poorly (14%) or not at all (54%).

2.2.8 International Exchange Programs

Exchange programs are meant to provide specialized training and education to staff and participants, to encourage youth development programs, to increase international understanding and cooperation among youth, to support the International Year of Youth and to provide staff with administrative experience in planning, managing and evaluating youth exchange programs.

Year 8 was the second year of Katimavik's exchange with the California Conservation Corps (CCC), a youth service program for young Californians between 18 and 22. This was the only International Exchange Program in Year 8.

Five groups of Year 8 participants were chosen to travel to California . Only those groups scheduled to be in the Pacific Region for their third trimester were eligible for participation in the exchange. Groups that were selected for the exchange were replaced by CCC members on Pacific project sites.

51 Katimavik participants were initially involved in the exchange and 47 completed the program. 60 CCC members came to Canada.

The exchange took place during Phases 1, 3 and 4. The following groups and projects were involved:

Phase 1	Groups	60 , 63
	Projects	5527 ,5528
Phase 3	Groups	210 , 216
	Projects	5681 ,5678
Phase 4	Group	288
	Project	5768

The exchange was intended to provide Katimavik participants with learning experiences in such areas as energy conservation, stream clearance, reforestation, erosion, fire protection and emergency operations. Six CCC centres gave the Katimavik groups the opportunity to work in these areas. A list of the centres involved in the exchange together with sample work project activities follows:

Placer Energy Centre:
- solar water heating installation in state parks
- energy conservation work for public facilities

Eldorado Centre:
- tree planting
- trail construction

Humboldt Fire Centre:
- stream clearance
- fire suppression and flood fighting

Stockton Delta Centre:
- weatherization projects
- emergency operations in floods

Escondido Centre:
- habitat preservation in desert parks
- conservation projects in zoos and parks

Butte Fire Centre:
- firebreak construction
- fire training and fighting

CCC members in Canada participated in regular Katimavik activities.

The administration of the Katimavik portion of the exchange was handled by the Pacific Regional Office. Gordon Therriault, Pacific Regional Director, supervised the entire operation of the exchange. He selected three liaison people who had a wide range of responsibilities. They travelled with the groups and generally assisted with any problems and organized the after-work activities of the participants. One liaison person was responsible for each phase of the exchange. (See Section 4.4 for a discussion of the impacts of the exchange).

2.2.9 International Youth Year

Since 1985 was designated International Youth Year (IYY), it was appropriate that Katimavik emphasized IYY activities during its Year 8 (1984/85) programming. Katimavik chose to concentrate these activities in 3 separate areas - the Tree Project, the Youth Fitness Project and the Youth Centres Project.

Katimavik's Tree Project was part of a larger IYY initiative - a global tree planting campaign introduced by the United Nations. In Canada, Katimavik was one of the principal organizations involved in the Tree Project. Of 321 work projects, 62.7% had Tree Project components. Participants undertook jobs centered on tree planting and maintenance and environmental awareness. Typical project activities included brush control, landscaping, recycling, tree counting, planting and seed collection. Conservation authorities, Agriculture Canada, provincial ministries of Natural Resources and Parks and Recreation associations are examples of Katimavik Tree Project work sponsors.

The Youth Fitness Project encouraged participants to improve their physical fitness, to promote physical fitness in their host communities and to identify and address issues that affect women's involvement in sport and fitness. 57.1% of all work projects had activities related to these objectives. Under the supervision of such sponsors as golf clubs, recreation centres, municipal authorities, and sporting associations, participants worked on a variety of fitness projects. These ranged from playground and ski-trail maintenance to providing assistance in recreational programming.

As part of the Youth Centres Project, Katimavik promoted participant involvement with young people in host communities. To facilitate this contact, Katimavik developed work projects in conjunction with YM-YWCA's, youth hostels, schools, community centres and Boys & Girls Clubs across the country. Youth Centre activity figured in 42.3% of all work projects.

To administer the IYY program, Katimavik hired a national IYY co-ordinator and identified IYY contacts at each of the regional offices. These contacts were intended to sit on regional committees, together with other staff representatives and selected participants. The objectives of these committees were to incorporate IYY activities into the Katimavik program and to act as a conduit of information to participants. Unfortunately, these committees were never completely established due to budget cutbacks. Also, the depleted financial resources could no longer support the IYY contacts at the regional offices.

At the field staff level, all Year 8 Group Leaders were given IYY training. A Katimavik newsletter "Ensemble", was established to promote IYY activities. This was regularly distributed to the Group Leaders for use by themselves and by participants.

It was expected that the Katimavik IYY program would involve all Year 8 participants. This represents a total of 4097 participants.

The Year 8 Phase 4 participants were surveyed on their participation in IYY projects. The results are as follows:

Responses were obtained from 66 of the 99 groups in Phase 4, from 501 of 918 participants, for a response rate of 55%. This sample size and response rate are large enough to allow us to generalize the results to the whole of Phase 4.

Table 2.5 shows the percentage of participants who read or saw the various materials produced for IYY.

TABLE 2.5

EXPOSURE TO IYY MATERIALS

	% viewing or reading
Film "Planting Ideas"	6.6%
Pamphlet "Plant an Idea"	33.1%
Katimavik Tree Project Brochure	31.7%
U.N. Tree Project Materials	8.2%

15% of the participants said that they participated in Forestry Week. Of those who participated, the breakdown is as follows:

TABLE 2.6

DEGREE OF PARTICIPATION IN FORESTRY WEEK

Less than one day	33.8%
1 - 2 days	29.9%
3 - 4 days	26.0%
More than 4 days	1.6%

Those who were involved averaged 2 days each. In general, during the third trimester, when Forestry Week took place, 11% of the participants said that they participated in Tree Project activities, 55% said that they did not and 34% did not answer. Those who participated averaged 4 days of participation each.

The results were much more positive concerning fitness activities, where 82.2% said that they regularly participated in activities to improve their physical fitness, averaging 3.3 hours per week.

When asked to assess their involvement in activities involving local youth, 51.9% said they were not involved and 14.4% could not answer. The 33.7% of participants who responded in the affirmative averaged 4 days each over the trimester.

2.3 Overview of Program Delivery

When asked to give their overall assessment of the various aspects of the Katimavik program (information received prior to the program, orientation, physical living conditions, social living conditions, work projects and learning programs), 17% of the Year 8 participants felt that they were very adequate and 57% adequate (see figure 2.29). The aspect receiving the highest rating was the physical living conditions and that receiving the lowest was the information received prior to the program start.

When asked if they would recommend the program to a good friend, 85% said definitely or probably.

3. DIRECT PROGRAM EFFECTS

3.1 Methodology Used

The information used to evaluate the effects of the Katimavik program on participants and work project sponsors comes from two main sources: self-assessment questionnaires administered to participants (Appendix 4) and feedback questionnaires administered to sponsors (Appendix 6).

The self-assessment questionnaires were administered by the Group Leaders during the participant debriefing period at the end of the third trimester. The results used in this evaluation include the reponses from phases 1, 2 and 3 participants and represent their assessment of their own personal development over the 9 months of their Katimavik experience. The response rates obtained are as follows:

TABLE 3.1

EFFECTS QUESTIONNAIRE - RESPONSE RATES, YEAR 8

Phase	# of Participants	# of Responses	Response Rate	# of Groups	# Groups Represented	% Representation
1	590	368	62.4%	75	56	74.7%
2	624	422	67.6%	75	60	80.0%
3	690	571	82.8%	75	67	89.3%
TOTAL	1904	1361	71.5%	225	183	81.3%

Given the overall reponse rate of 71.5% and the fact that 81% of the groups are represented, we are confident that the questionnaire responses are an accurate reflection of the views of the Year 8 participants. It should be noted that these self-assessment results represent the participants' opinions of their growth over the nine months. They should be viewed with some caution, and be considered general indicators only.

The questionnaire solicits the participants' self-assessment of their development in the following areas:

- Knowledge of Canada
- Learning of a second language
- Specific skills
- General abilities
- Nutrition, well-being and leisure
- Environmental awareness
- International awareness
- Overall assessment

The sponsor feedback questionnaire is completed by work project sponsors at the completion of their agreement with Katimavik. The response rates obtained from the Year 8 sponsors are detailed in section 2.

3.2 Detailed Results

3.2.1 Cultural Diversity, Official Languages

a) Knowledge of Canada

25% of the participants felt that the program had given them a much better knowledge of their country, and 42% a somewhat better knowledge (figure 3.1). The area where participants felt that they learned the most was concerning climatic differences across the country; the area where they felt that they learned the least was concerning systems of government in the different regions of the country.

b) Acquisition of a second language

Figure 3.2 shows the participants' assessment of their improvement in using and understanding their second language. 61% felt that they were able to use it much more or more often. Similarly, 63% felt that they were able to understand it much more or more often. It appears that Francophones are more likely to read printed matter (newspapers, magazines, comics, books) in their second language after participating in Katimavik than Anglophones, especially in the area of books and novels.

This is a general finding concerning all aspects of using and understanding the second language. The Francophones more often state that they have noticed an improvement than the Anglophones. In general, the biggest differences are noted in those areas requiring more than a superficial knowledge of the second language (eg. reading of books or holding long discussions in the second language.)

3.2.2 Work Training and Experience

a) Specific skills

Figure 3.3 shows the participants' assessment of their improvement in using small tools, domestic skills, house management skills and job search skills. The two that stand out are house management, with 67% reporting much or somewhat better than before Katimavik, and job search skills with 60% reporting much or somewhat better than before Katimavik.

Female participants, more often than males, had the impression of being better able to use small tools after participating in Katimavik.

b) Higher order skills

Figures 3.4, 3.5 and 3.6 show the participants' assessment of their improvement in communication, discipline, perseverance, cooperation, tolerance, adaptability, initiative, planning ability, volunteerism and support of community needs. As can be seen, the areas that stand out are communication, tolerance and perseverance, where participants felt that the greatest change had taken place, and initiative, volunteerism and support of community needs, where they felt that the least change had occurred.

3.2.3 Environment, Awareness and Development

a) Nutrition, well-being and leisure

The participants were asked to assess Katimavik's influence on their eating habits. 56% felt somewhat or much less likely to indulge in poor nutritional habits than before Katimavik (figure 3.7). As well, 48% felt much more or somewhat more likely to practice good nutritional habits than before Katimavik (figure 3.8). Figure 3.9 shows their assessment of the change in their fitness and health habits. As can be seen, Katimavik appears much more successful in changing their food buying habits (49% reporting much or somewhat more often) than in changing their shopping and health habits (31% reporting much or somewhat more often).

b) Environmental awareness

The participants were asked to respond to a series of statements relating to the environment. Figure 3.10 shows their responses, where "agree totally" is most compatible and "disagree totally" is the least compatible with non-polluting, conserver values. 51% showed an awareness of environmental and conservation problems. Although we have no measures of their attitudes before Katimavik, it would appear that Katimavik has not had a great deal of success in instilling environmentally sound values in the participants. Figure 3.11 shows the participants' assessment of the change in their behaviour vis-a-vis conservation in general. Only 34% have improved their conservation practices as a result of Katimavik. This lends support to our earlier conclusion.

c) International awareness

31% of the participants felt that they were much more or somewhat more interested in international problems and 37% felt that they were much more or somewhat more interested in other cultures than before Katimavik (figure 3.12).

3.2.4 Effects on Sponsors/Service to communities

Only one of the questions on the Sponsor Feedback Questionnaire pertains to the effects of the program on the host communities. 96% of the Year 8 sponsors rated the participants' work as very valuable to the community and to society.

3.3 Overview of Program Effects

When asked to rate how useful the Katimavik program was in their personal development, 47% of the participants felt that it was very useful and 39% felt that it was useful. Only 10% felt that it was not very or not at all useful (figure 3.13). In each of the following areas, over 50% felt that the program was very useful:

- To better know their own strengths and weaknesses
- To get along with what is available to them (money, equipment, etc.)
- To know and appreciate Canada
- To learn to speak a second language better
- To get to know Canadians from other regions of the country
- To increase their self-sufficiency.

They gave the lowest rating (31% rating the program very useful) to "assisting them in their studies".

4. INDIRECT EFFECTS

4.1 Participants

The indirect effects of the Katimavik program can be looked at from two perspectives; the impact of the program on employment and educational decisions, and the financial impact.

4.1.1 Employment and Educational Decisions

The OPCAN Evaluation Office commissioned a telephone survey of 403 former participants of Years 1 to 5. Survey questions centered on employment, schooling, influence of Katimavik and degree of interest in youth issues.

The survey covered the areas of employment and schooling in the greatest detail. Figure 4.1 summarizes the respondents' main occupation at time of enrollment, during the 12 months following participation in the program and at the time of the survey (May 1985). The changes in main occupation conform to expected trends; as the former participants age, more join the work force than continue as students.

53.8% of the employed ex-participants work in the private sector, while 23.9% work for the government. The remainder are self-employed or are employees of non-profit organizations, crown corporations or the Armed Forces. The actual job categories of the respondents are diverse, ranging from service and managerial positions to those of teaching, farming and health care. Those ex-participants who are students reflect a similar diversity in their fields of study.

Figure 4.2 shows Katimavik's influence on career and study choice. Just over 50% of the employed respondents stated that Katimavik influenced their choice of occupation. 56.8% found that they had acquired skills during the program that they use in their work.

65% of those who are in school indicated that Katimavik helped them to decide on a field of study. Those areas where Katimavik seems to have had the most influence are Fine Arts and Agriculture/Biology.

The unemployment rate of the respondents is 9.4%. Of great interest to Katimavik is how this number compares to the national average. In 1985, for a group of Canadians with the same demographic characteristics (age, gender and province of residence) as the past Katimavik participants, the unemployment rate was 13.7%.

It is encouraging to note that the majority of the former participants are interested in youth issues. More particularly, they are keen on furthering their involvement in Katimavik - many would like to be informed of job vacancies at Katimavik or to serve as resource people. 77% said they would like to participate in activities celebrating the 10th anniversary of Katimavik.

4.1.2 Financial Impacts

In 1984, an economic consulting firm was hired by Katimavik to assess the economic impact of the Katimavik program on participants, sponsors and the Canadian economy. Program Year 7 (1983-84) data was used in the analysis. Data used included Katimavik accounting information, sponsor spending estimates, staffing data, participant enrollment data and telephone surveys of both sponsors and participants from Year 7.

Their study found that young Canadians who complete the Katimavik program increase their full-time wages by 8% and their part-time wages by 6.8%, after adjustment for inflation. These results compare to average wage increases of 2.9% for all Canadians in the work force in 1983.

4.2 Sponsors

Sponsors and communities benefit financially mainly from the volunteer service supplied by participants In Year 8, valued at market value, this amounted to $13.2 million, or $43,500 per project. Since Year 5, the value of this service has increased by 36%. The following table details the value of the service component of the Katimavik program over the last four program years.

TABLE 4.1

ESTIMATED VALUE OF PARTICIPANT SERVICES ON PROJECTS
YEARS 5 TO 8

Year	Total Value of Services *	Civilian # Projects	Value of Services/Project
5	$ 3,378,551	108	$31,283
6	4,107,209	135	30,424
7	12,505,909	322	38,838
8	13,256,547	312	42,489
TOTAL	$33,248,216	877	$37,911

*Civilian projects only adjusted for inflation.
Econosult, Economic Impact Study, Phase I, November 1984.

Other financial benefits to host communities derive from the spending of program funds in the host communities. For Years 7 and 8, the estimated spending in each host community amounted to approximately $56,000 (OPCAN - Katimavik Annual Review 1983-84).

This study also attempted to assess the impact of the Katimavik program on project sponsors. The results of the study show that 57% of Year 7 sponsors would not have been able to undertake their projects without the help of Katimavik.

4.3 Canada

4.3.1 Support for the Katimavik Program

Katimavik regularly commissions a Gallup poll to gauge Canadian public awareness of the program. The latest survey was conducted among a representative sample (1061) of adults across the country from April 18-20, 1985. It was composed of 3 questions - 2 related to awareness of Katimavik while the third concerned the respondents' opinion on government funding for the program.

38.9% of the respondents recognized Katimavik whereas 57.4% did not. The remaining 7.4% either did not answer the question or did not know whether they had seen or heard mention of Katimavik. The level of awareness of Katimavik among Canadians has remained relatively constant since April 1984's poll. Then, 38.8% of those surveyed recognized Katimavik. It is important to note, however, that the results of the 1984 and 1985 polls were a substantial improvement over those of 1982 and 1983. In these earlier years, the percentages of public awareness of Katimavik were 21.3% and 24.5% respectively.

Those who were aware of Katimavik were asked to choose statements that described the program. Respondents could choose more than one statement. The most popular descriptions were "Youth Cultural Exchange Program" (59.9%) and "Volunteer Youth Program" (20.7%).

Support for government funding of Katimavik was high among those who knew the program. Exactly half thought that government support should be increased while 39.2% believed that funding should remain at its current level (2000 participants). A small minority of 6.2% felt that government funding should be decreased.

4.3.2 Economic Benefits to the Canadian Economy

Canadian society in general benefits from the accumulated benefits provided to each host community. Other financial benefits to Canadian society include elimination of transfer payments from the Governments to eligible participants (e.g., unemployment insurance, welfare, training allowances, etc.) due to their participation in Katimavik, as well as potential savings deriving from decreased use of other government services (for example, the criminal and civil justice systems). Although it is not possible to quantify these benefits, we expect to be able to comment on their significance as we collect more data.

4.4 International Exchange Programs
(California Conservation Corps)

The evaluation of the effects of the exchange is based on observations by the Katimavik staff of the exchange and on quantitative data from participant questionnaires.

Effects of the Exchange Program

a) Participants

No objective data are available to assess the exchange. The following discussion is based on participant debriefing sessions.

Participants were unanimous in praising the exchange. In particular, a majority felt that they had developed work skills in the areas of conservation, conservation awareness, tool maintenance, safety awareness and safety practice.

Participants increased their understanding of the United States. They greatly benefited from socio-cultural group activities such as field trips, museum visits and general sight-seeing excursions. The exchange also proved to accelerate the personal development and awareness of the participants.

On a more negative note, it was often difficult to incorporate Katimavik activities into the CCC program because of time constraints and/or schedule conflicts. Participants disliked the decrease in group dynamics which was a component of their first and second trimesters.

An unanticipated problem during the exchange was one of culture shock. At times, it was difficult for Katimavik participants to adjust to the change of social environment. Drug and alcohol misuse also posed a problem. This is a feature of CCC life that can be partially attributed to the amount of free time that members have, particularly in the evening. Some of the Katimavik participants did have trouble with drug and alcohol misuse but there were no actual dismissals for infraction of rules.

b) Katimavik as an Organization

The exchange continues to provide benefits for Katimavik as a program. It gives Katimavik an opportunity to reassess the program by demonstrating it to the CCC and is a useful learning experience for staff. Katimavik is also able to identify aspects of the CCC which could be incorporated into Katimavik projects or into new OPCAN projects.

In Year 8, over one hundred young people plus 6 liaison people (3 from the CCC) directly benefited from this exchange for less than the cost of one regular Katimavik project.

c) CCC as a Program

CCC found the exchange to be of great value to its program. They particularly liked the way Katimavik delegates responsibilities to its participants and Group Leaders. They are also interested in Katimavik's model of working with sponsors and in the Military Option.

d) CCC Members in Canada

Generally, the CCC members reacted positively to the Katimavik program. They found the group living component to be the most challenging aspect of Katimavik. They did, however, want more accurate information about Katimavik prior to their arrival.

5. PROGRAM EFFICIENCY

5.1 Methodology used

The information used to evaluate the program's efficiency comes from two main sources:

1) Cost and Operational Performance Analysis Final Report (December 13, 1984), prepared by the Finance and Administration Department, which includes costs per participant and administration vs project costs.

2) Econosult's Economic Impact Survey - Phase I (November, 1984), and Phase II (July, 1985).

5.2 Sources of Funds

The Katimavik program is funded in large part by the Secretary of State Department of the Federal Government. For Year 8, their contribution to the program amounted to $49.7 million. As well, sponsors provided all materials and supervision for the Katimavik projects. The sponsors own estimates of the value of these contributions for Year 8 amounted to another $8.7 million (Econosult's Economic Impact Survey, Nov 84, page 45). The value of the participants' volunteer service, although not an actual disbursement of funds, and although they were subsidized by the program in the form of lodging, food, transportation, spending money, and the $1,000 honorarium, still represents a contribution to the program outputs (i.e., completed projects). Econosult's estimate of the value of this service for Year 8 amounts to $13.2 million.

Thus total contributions to the Katimavik program by the Government, Sponsors and Participants are estimated at $71.6 million in Year 8.

5.3 Uses of Funds

a) Overall spending

The funds provided by the Government are used to administer the program (i.e., overhead) and to lodge, feed, and transport the participants, as well as to fund all program activities other than the work projects. All funds spent by sponsors ($8.7 million in Year 8) are used directly on the worksites. This investment is

not under Katimavik's control, except indirectly through the project development process. The amount of money spent by sponsors on a per-project basis has fluctuated, and is influenced by many factors: type of projects undertaken, type of sponsors involved, willingness of communities to volunteer materials and supervision and, most importantly, the state of the economy.

b) Ile Perrôt Training Centre

The Ile Perrôt Training Center was inaugurated in November 1983, to be used as Katimavik's permanent field staff training centre and meeting centre (Board, Regional Directors, etc...) Katimavik bought 40 acres of land on Ile Perrôt that was originally the site of a YMCA Day Camp. The original buildings that were renovated and the additions comprise:

- . lodging for 64 persons
- . a recreation room
- . 10 meeting and lecture rooms for groups of 8 to 75
- . a 75 seat cafeteria and a kitchen in which between 150 and 200 meals can be prepared
- . two residences for caretakers and facilitators
- . a warehouse and a garage
- . a swimming pool and facilities
- . furniture and equipment

As of March 30, 1985, capital expenditures incurred were $2,119,621 (estimated). The operating expenses and revenues were as follows:

TABLE 5.1

ILE PERROT TRAINING CENTRE REVENUES AND OPERATING EXPENSES

Fiscal Year	Operating Expenses	Revenues		Total Revenues
		Katimavik	Other	
83/84	$351,369*	$228,938	$6,630	$235,568
84/85	$432,061*,**	$265,239**	$49,842**	$315,081

* before amortization
** estimated

The statistics from January 1984 to December 1984 show an occupancy rate of 44% ie. 10,195 person-nights out of a maximum of 23,360 person-nights available during that period. 9,064 breakfasts, 11,252 lunches and 10,184 suppers were served. It is estimated that a 66 2/3% occupancy rate is needed in order for the training centre to break even.

5.4 Cost Effectiveness

a) Cost per participant enrolled

The "cost per participant enrolled" is calculated by dividing total costs by the number of participants that enrolled in the program, ie. spent some time in it. Since Year 1, the cost per participant enrolled, in constant March 1984 dollars, has decreased by 33% (see figure 5.1). This may be caused by three factors. The average number of enrolled participants went from 11.9 (on average) per project in the early years to 12.6 for Years 7 and 8 because of a change of policy halfway through Year 6 (from Year 6 phase 2 the policy was to bring together 12 participants instead of 11 as in the first 5 years of the program). Also, this measure does not take the time spent in the program into consideration; the higher the participant turnover, the lower the cost per participant enrolled. Most importantly, the administration of the program has become more efficient over time.

b) Project vs Administration Costs

Figure 5.2 shows the cost of funding an average nine month project (not including administrative overhead) from Year 1 to Year 8, in constant 1984 dollars. As can be seen, in Years 7 and 8, project costs represent 71.25% of total costs Since Year 4, the percentage of funds contributed by the Government spent directly on projects has been increasing. Although it is not possible to determine the optimal split between adminstrative overhead and project costs, the trend over the past four years is a positive one. The use of this ratio can be misleading, however, as attempts to improve the efficiency of the program by spending money on administration to save more money at the project level can have a negative impact on the ratio, as does investing in administration now to save in the long-term at the project level. A simple example will illustrate this point. If $100 is being spent, $75 at the project level and $25 on administration, the ratio of administration to total costs is 25%. If, however, an extra $5 is spent on administration in order to save $10 at the project level, the administration/total cost ratio becomes 30/95, or 31.6%. In 1984/85 for example, extra administrative staff costs were incurred to reduce participant logistics costs (a project expense), and to improve safety and security of projects, also with a consequent decrease in project costs. Therefore, a lower ratio of administration to total costs does not necessarily reflect increased efficiency. The key efficiency indicators used by most Youth Conservation and Service Corps programs are cost per enrolled participant and cost per slot (see Section 6).

5.5 Costs/Benefits

Statistics Canada's Input-Output Model of the Canadian economy was used to estimate the impact of Katimavik and sponsor spending on the Canadian economy.The results of the simulation indicate that every dollar spent by Katimavik and sponsors generates $2.43 in production in the Canadian economy.

Total spending by Katimavik in Year 8 was $48.4 mm and spending by sponsors was estimated at $8,713,112. Thus the Katimavik program is estimated to have generated $138,784,862 in production in the Canadian economy. This multiplier of 2.43 compares well to other sectors of the economy, such as Teaching (2.28), Leisure and Entertainment (2.50) and Retail (2.28).

The Input-Output Model also estimated the employment effects of the program. It is estimated that total Year 8 spending of $57,113,112 by Katimavik and its work project sponsors generated 1,386 jobs in the Canadian economy.

6. COMPARISON OF KATIMAVIK TO OTHER YOUTH PROGRAMS

Over the past two or three years, a great number of youth programs have sprung up, especially in the United States. Most of those in the U.S. are Conservation Corps, funded at the State, County or Municipal level. Although in some ways these programs resemble Katimavik (clientele, length of stay, work of value to local communities), in many ways they are very different. Most of them are less concerned with personal development of the participants and more concerned with job creation, job training, remedial education and the importance of the conservation and emergency relief work itself. Although Katimavik is not insensitive to these issues, their main focus is not so much on the actual work done by the participants, as on what the participants can learn from their experiences (see Appendix 2).

As well, youth programs differ widely in execution. Some are urban, some rural; some are residential, some non-residential, some both; some pay wages, some do not; some provide remedial education possibilities, some do not; some provide job-placement upon graduation, some do not. Geographical scope also varies widely.

Because of all of these differences, it is not possible to draw firm conclusions on the relative efficiency of Katimavik compared to these other programs. This said, this section provides some comparative data for Katimavik and selected other youth programs.

Table 6.1 compares the features of five Major Youth Programs, including Katimavik, and Table 6.2 lists the main efficiency indicators used by 3 American Youth Programs and Katimavik.

TABLE 6.1

FEATURES OF FIVE MAJOR YOUTH PROGRAMS

	Work Emphasis		Residential Status		Voluntarism		Administrative Structure		Geographic Setting	
	Conservation Work	Social Service Work	Residential	Non-Residential	Wages	Stipends	Government	Non-profit	Urban	Rural
California Conservation Corps	X		X	X	X		X		X	X
San Francisco Conservation Corps	X			X	X			X	X	
National Service Corporation's City Volunteers (NYC)		X		X		X		X	X	
Katimavik	X	X	X			X		X	X	X
Marin Conservation Corps	X			X	X			X	X	

TABLE 6.2

A COMPARISON OF EFFICIENCY INDICATORS

Program	Admin. Overhead (%)	Length of Stay	Cost per* Enrolled Participant	Cost per* Slot
Katimavik	28.75%	7 months	$6,630 US+	$10,936 US++
CCC	34%	5 months	7,292 US	17,500 US
Marin Conservation Corps	40%	5 months	9,406 US	22,574 US
East Bay Conservation Corps	37%	5 months	7,031 US	16,875 US

\+ $9,337 Cdn
++ $15,404 Cdn

* Cost per participant refers to the total annual costs divided by the total number of participants that were enrolled during the year. Cost per slot refers to the total annual costs divided by the average number of participants enrolled throughout the year. Since the average length of stay is less than the duration of the program (9 months for Katimavik) or the full year (in the case of the other youth corps cited), the cost per participant is substantially smaller than the cost per slot. (From "Evaluation of the Marin Conservation Corps", Public/Private Ventures, January, 1985).

At the present time, data are only available from a limited number of other programs. As can be seen, Katimavik compares quite favourably to those programs for which data are available.

7. CONCLUSIONS

7.1.1 Program Effects

The participants' self-assessment of the impact of the program on their personal development is a somewhat subjective measure of program effects. Given the views of experts that self-assessment and reflection are crucial in experiential learning programs such as Katimavik, the participants' views are important and there should be a correlation between their self-assessment and the actual program effects. However, it is not possible, at this time, to ascertain the degree of correlation. The Evaluation Office plans to measure, much more precisely, the actual program effects in the coming year (1985/86). Nevertheless, the questionnaire results can provide a general idea of the participants' impression of the relative success of the program in achieving its various objectives.

85% of the participants felt that the program was useful to them in their personal development. A majority of participants felt that they were better able to express themselves in their second language (61%) and understand their second language (62%). In the area of specific and higher order skills, 53% of the participants felt that they had improved their skills. Those skills where the participants noted the largest improvement were household management skills, communication, tolerance and perseverance. Less than one-third of the participants felt that the Katimavik program had increased their interest in volunteer and community activities. The participants' responses would indicate that the program has been less successful in changing their attitudes and habits in the areas of nutrition, well-being and leisure (41% reporting some improvement), environmental awareness (42%) and international awareness (34%).

This apparent lack of success in achieving all of the objectives of the program could be attributed to a number of causes: the program design, the participants' interests upon entering the program, the ambitious number of objectives of Katimavik, the quality of the program delivery process.

7.1.2 Program Delivery

The self-assessment questionnaire administered to participants allows some firm conclusions to be drawn on the quality of the program delivery process, since participants are in the best position to report on their daily experiences in the program. Nevertheless, their views need to be supplemented by information from Group Leaders, sponsors and on-site visits to give a complete picture.

Overall, 85% of participants said that they would recommend the program to a good friend. The results obtained highlight significant problems, however:

80% of the participants surveyed stated that the information that they received prior to the program did not describe their experience very well. When asked for suggestions for improving the pre-project information, the most common suggestions made were to:

- better explain the learning programs, IDPs, GDPs and Local Katimavik Committees; explain that these activities are usually done on weekends and in the evenings.
- emphasize the joys and difficulties of living in groups, the importance of each participant doing his or her share, and the importance of mutual respect and awareness of different lifestyles.

Something along the same lines was concluded by the Participants' Achievement Committee Report (Summer, 1984): "Katimavik's publicity does not give the participants an accurate picture of what the program is about and what is supposed to be achieved".

The questionnaire results indicate that their overall assessment of the publicity is based on their perceptions of the quality of the information provided on the following:

- content of the work projects
- the type of community contacts to expect
- the kind of cultural and leisure activities available outside of work
- the learning programs.

The participants did not rate certain aspects of the safety of the residences, or the work sites very highly. There is room for improvement, especially in the area of fire safety. There also appears to be a lack of proper protective equipment provided to participants on the worksites.

The Group Leaders are the cornerstone of the program delivery process. 70% of the participants rated their Group Leaders as always or often handling their job in an appropriate manner. Although their overall assessment of the Group Leaders was positive, program delivery depends almost exclusively on the Group Leaders and the fact that 26% of the participants did not rate them highly is cause for some concern. It is also surprising to note that only 55% of the participants stated that their Group Leader lived with them six days out of seven. As well, it would appear that enforcement of the code of conduct is also a problem, as only 42% of participants stated that their Group Leader enforced the rules in a consistent and fair manner.

The questionnaire results indicate that the participants, for the most part, did not participate in Local Katimavik Committees (LKC). Furthermore, they seem unaware of the role of the LKCs, and, in some cases, unaware of their existence.

In Years 7 and 8, Group Leader training was only evaluated along one dimension, through the Group Leaders' self-assessment of their training. Their knowledge and level of competence has never been tested before and after their training nor has any link been made between their success in the field and their performance during the hiring and training processes. Thus, there is no profile of a "good" or a "bad" Group Leader to help systematically direct the training process.

The high participant attrition rates of the first two phases coupled with a similar trend in the last phases of Year 7 are most likely a result of the rapid expansion of the program in a short time period (which engendered a number of problems). The fact that the attrition rate decreased significantly in the last two phases leads us to the general conclusion that these problems have been overcome for the most part.

7.1.3 Program Efficiency

In Year 8, every dollar invested in the program by the government was matched by an 18 cent contribution by sponsors and a volunteer service investment worth 27 cents by the participants. Katimavik has no estimates of the value of the project outputs at this time (buildings constructed or renovated, ski trails cleared, research work performed, etc). The analysis of cost per participant enrolled reveals that this measure of efficiency has shown an improvement over time; the figures for Years 7 and 8 (combined) are the best achieved to date.

8. RECOMMENDATIONS

8.1 Follow-up on Previous (March 1985) Recommendations For the Program

8.1.1 Communications

a) **"The lack of realism of publicity and recruitment materials concerning the problems and difficulties that the participants can expect to encounter during their Katimavik experience."**

On the 11th of April, 1985, the Communications Director wrote the following in reaction to this statement:

> "The Communications Department will review its print and audio-visual productions in order to ensure that the promotional and informational materials it produces for the (Year 10) enquirers/applicants do present a more balanced view of what the participants may expect to experience throughout the program."

8.1.2 Programming

a) **"Inconsistent implementation of fire safety regulations in the Katimavik residences."**

More specifically 2 questions got "bad" results:

4.11 – There has been one fire drill (this trimester).
4.12 – There is a fire evacuation plan which is known by all participants and clearly posted.

The major change here pertains to Group Leader training. In Year 8, approximately 15 minutes was devoted to this subject. In Year 9, the Group Leaders attended a 2 1/2 hour module on House and Fire Safety given by professional instructors from the City of Montreal Fire Department. There is also documentation that is given to the Group Leaders such as the Safety and Hygiene Manual which mentions an evacuation plan (page 2-1) and a fire drill (page 2-3 point E). There is no mention that this should be done each trimester: A quick review of the revised (August 1985) questionnaire shows that there is mention of an evacuation plan to be reviewed and of a fire drill to be done each trimester. A new feature for Year 9 is also a core program activity called "House Safety".

b) **"Inconsistent availability of proper safety equipment for participants on worksites."**

The major changes in Year 9 are that all Group Leaders received specific instruction at National Training on safety at the work site and that Katimavik will provide the proper safety equipment in the event the sponsor is not able to do so.

c) **"Group Leaders spending less than six days out of seven in the Katimavik residence."**

To the specific statement, "The Group Leader lives in the Katimavik residence six days out of seven, as planned", the Year 8 participants answered "always" (59%), "often" (22%), "occasionally" (14%), "never" (6%) and "cannot answer" (3%).

The regional directors contacted did not believe that this was a problem in their region and had reservations on the validity of the question. There were doubts that participants in answering this question had taken into consideration Group Leaders' time away from the project site for meetings at the district or the regional level or for professionnal development. Because of this, senior management did not see the need for a change in procedures. The Evaluation Office plans to modify this question to take this into account.

d) **"Inconsistent enforcement of the code of conduct."**

This issue has been raised before by participants, more specifically at a Participants/Board of Directors Consultative Conference in September, 1984. Following this, a task force was put together to review the Participant Code of Conduct in order to minimize the number of different interpretations and applications of the rules to the Code of Conduct.

The revised version (85.05.28) introduces a sixth rule, "Theft and violence and other breaches of the Canadian Criminal Code are prohibited", and divides certain rules (#1, #2 and #3) into 2 levels of seriousness:
- the first level (A) calling for immediate dismissal
- the second level (B) calling for a verbal and a written warning if necessary.

Finally, the revised version elaborates more on certain rules and gives examples, where appropriate. This revised version is going to be effective in Year 10 only.

Year 9 results will perhaps show some changes because of an awareness of this issue at all management levels.

8.2 Future Evaluation Issues

a) It has been recommended that Katimavik bring their participant data base in-house, and that an integrated data base of all project-related information (participants, Group Leaders, sponsors) be developed.

b) The Evaluation Committee has identified that Group Leader attrition is a major problem. The committee has recommended that the following issues be addressed in future evaluations:

- Role of Group Leader
- Group Leader Selection Criteria
- Reasons for Group Departures
- Length of Stay of Group Leaders.

REFERENCE MATERIAL

INTERNAL SOURCES

1. Communications Department, OPCAN-Katimavik Annual Review 1983-84, November 21, 1984.

2. Evaluation Office, OPCAN Program Evaluation Plan 1984-1985, December 3, 1984.

3. _____, OPCAN 1984/1985 Evaluation Report, March 29, 1985.

4. _____, International Youth Year Questionnaire Results - Year 8, August, 1985.

5. _____, Program Delivery Questionnaire Results - Year 8, August, 1985.

6. _____, Program Effects Questionnaire Results - Year 8, August, 1985.

7. _____, Survey of Katimavik Past Participants - Program Years 1 to 5, May, 1985.

8. Finance and Administration Department, Katimavik Cost and Operational Performance Analysis - Final Report, December 13, 1984.

9. Human Resources Department, Group Leader Turnover by Specific Reasons, August, 1985.

10. Participants Office, Participant Enrollment and Attrition Reports, 1985.

11. Projects Office, Sponsor Feedback Questionnaire Results - Year 8, August 1985.

12. Regional Office, Pacific Region, Katimavik - CCC Exchange Year Two Evaluation Report, June 20, 1985.

EXTERNAL SOURCES

13. Centre de Recherches Contemporaines Limitée, A Quantitative Research Study Conducted Among Katimavik Past Participants Program Years 1 to 5, June 1985.

14. Econosult, Economic Impact Assessment of the Katimavik Program Phase 1, September, 1984.

15. Econosult, Economic Impact Assessment of the Katimavik Program Phase 2, July 1985.

16. Lyons Morris, Lynn & Taylor Fitz-Gibbon, Carol, How to Present an Evaluation Report, Sage Publications, 1978.

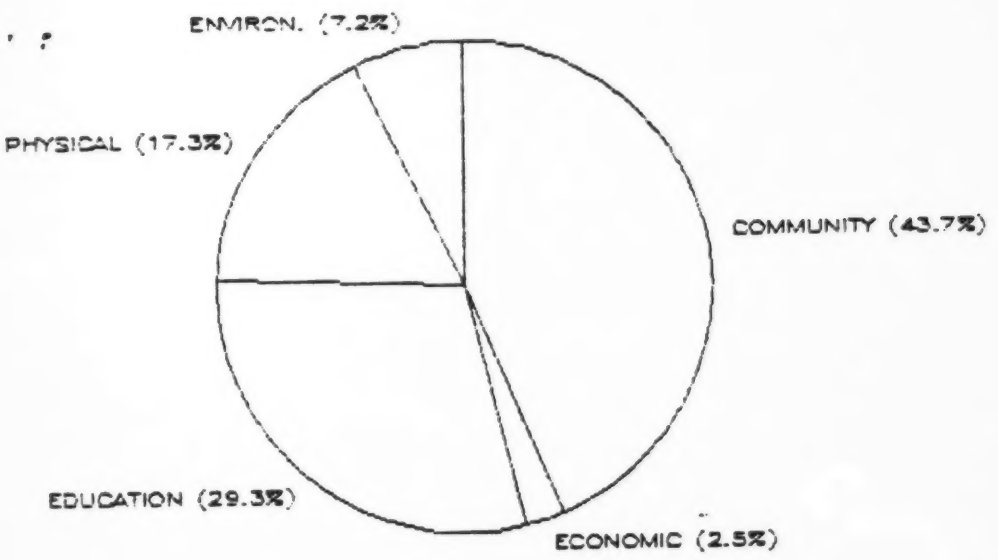
17. Public/Private Ventures, Evaluation of the Marin Conservation Corps, January, 1985.

18. Thorne Riddell Chartered Accountants, OPCAN Financial Statements March 31, 1985, June 6, 1985.

19. Turabian, Kate L., A Manual for Writers, University of Chicago Press, 1973.

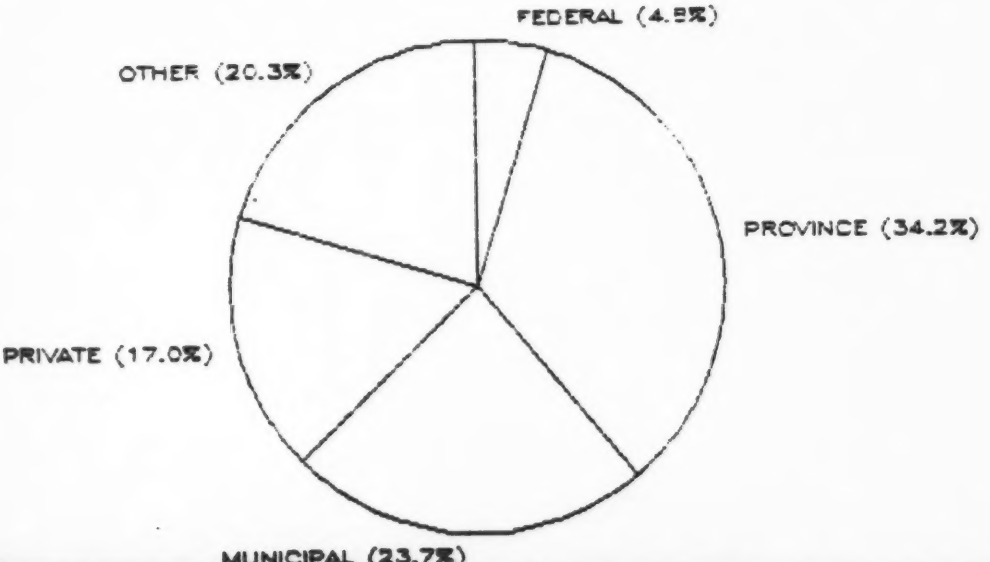
PROJECT PURPOSE, YEAR 8

FIGURE 1.1



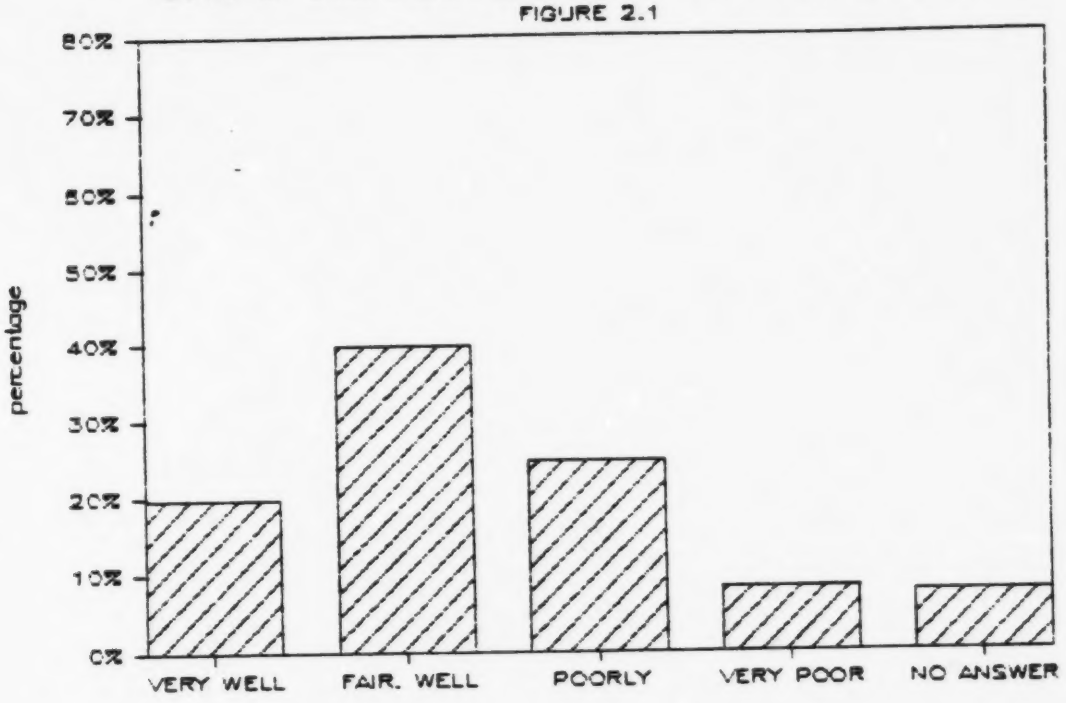
SPONSORS' FUNDING SOURCES, YEAR 8

FIGURE 1.2



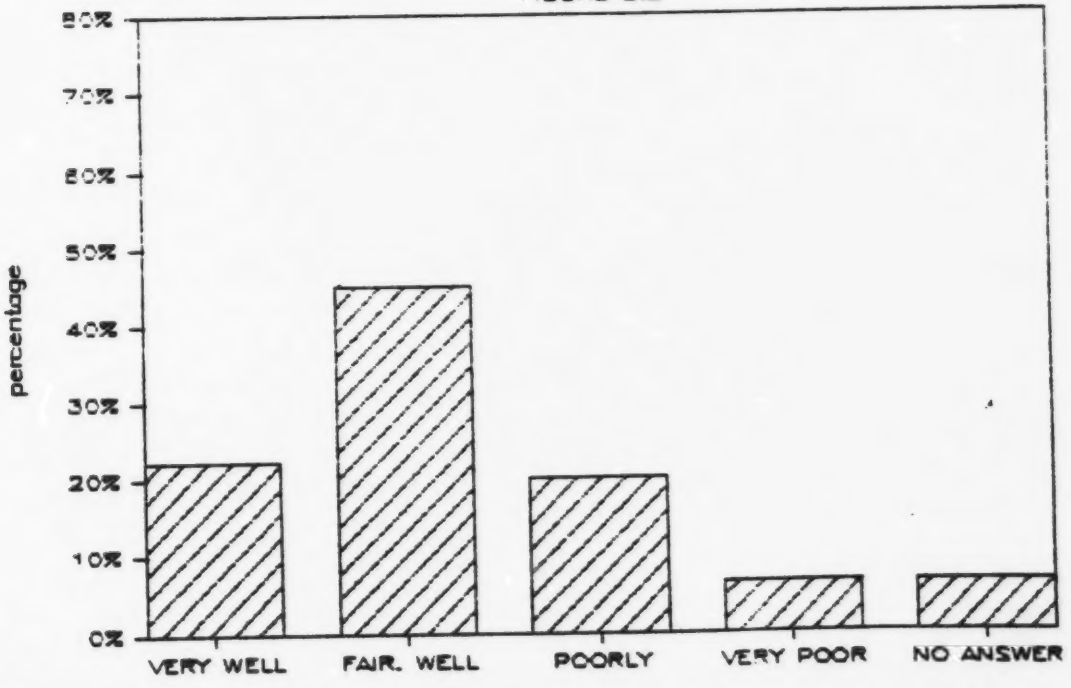
INFO RECEIVED PRIOR TO START

FIGURE 2.1



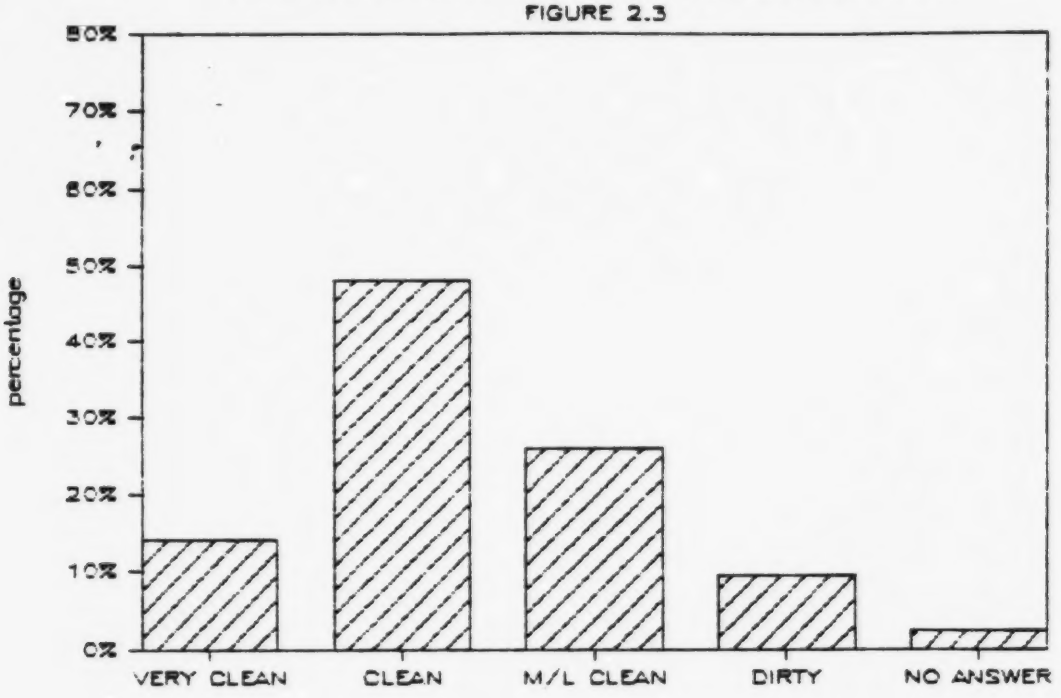
PARTICIPANT ORIENTATION

FIGURE 2.2



CLEANLINESS OF RESIDENCE

FIGURE 2.3

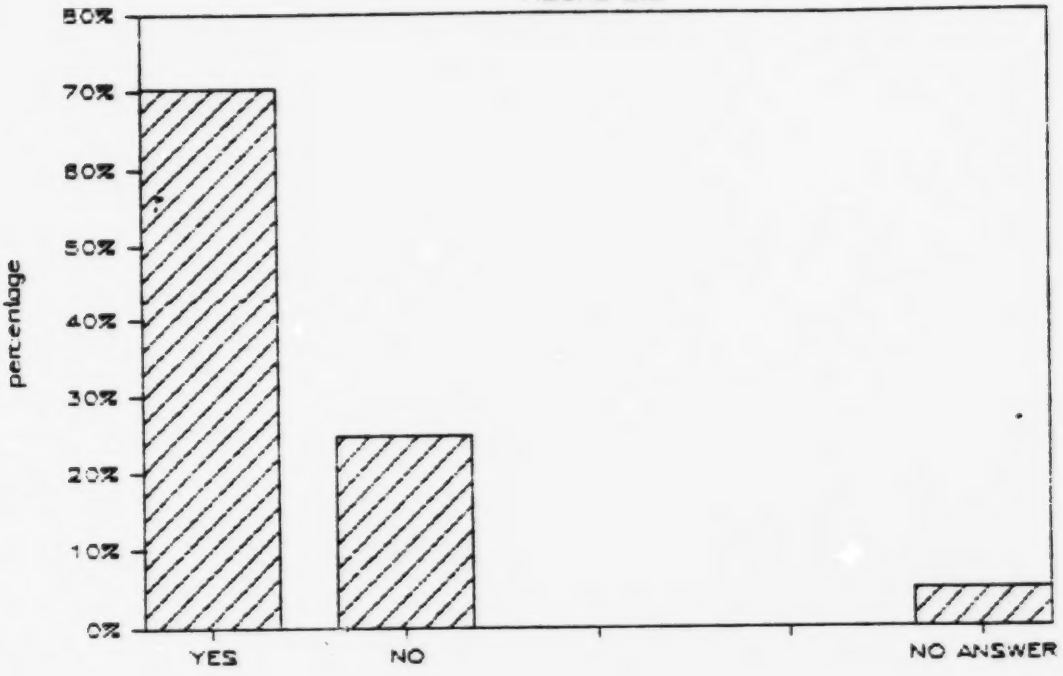


MAINTENANCE OF RESIDENCE

FIGURE 2.4

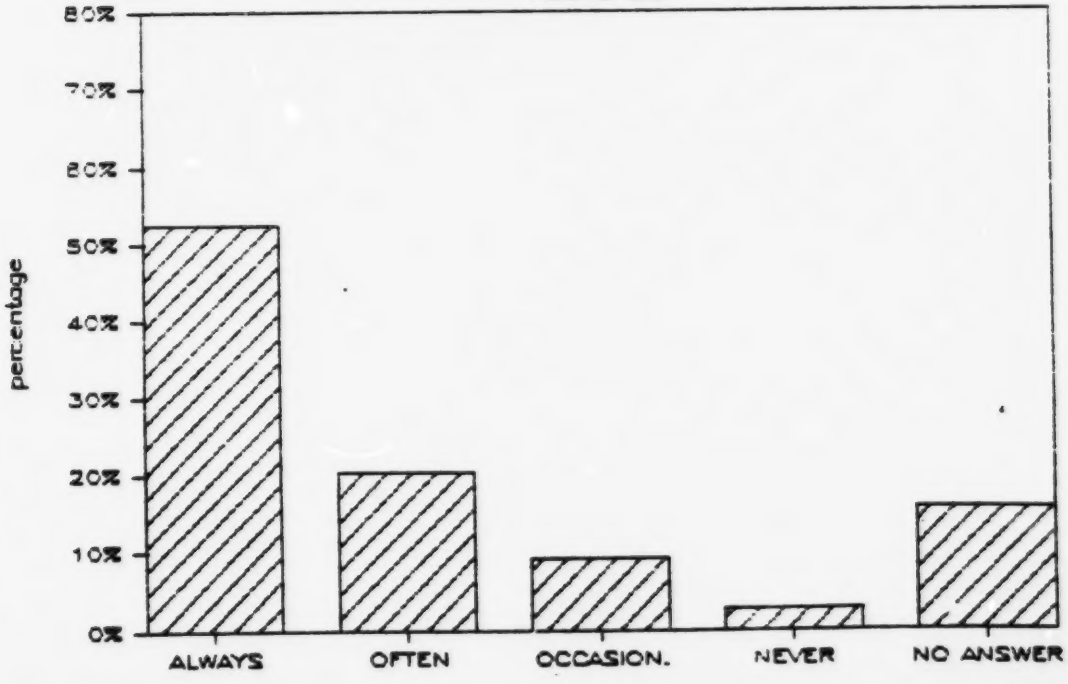
SECURITY IN RESIDENCE

FIGURE 2.5



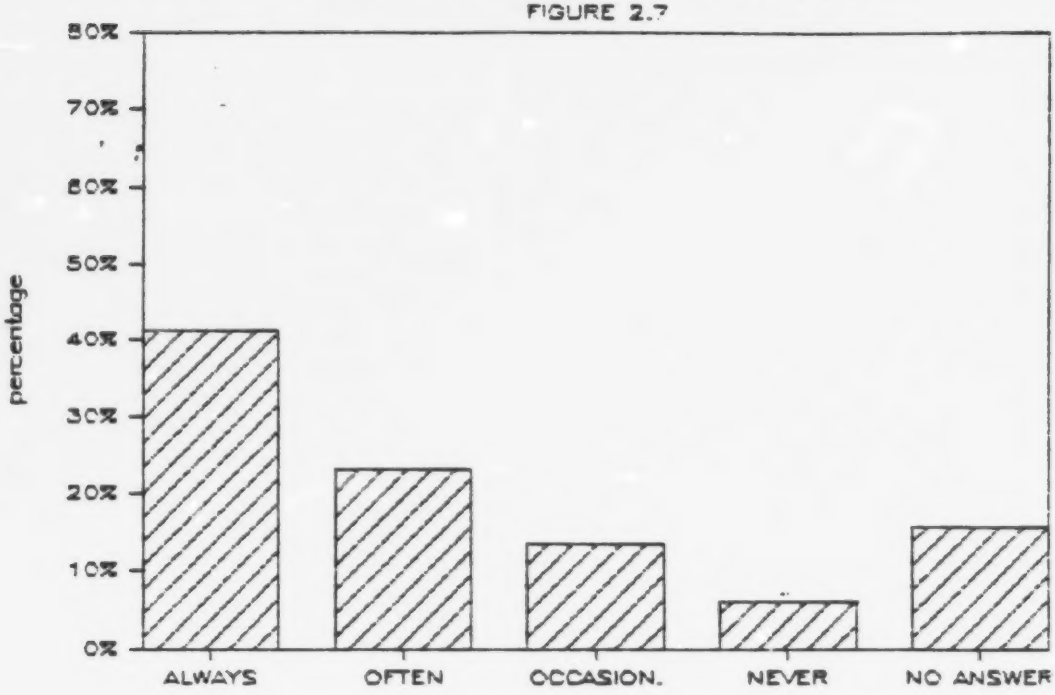
SAFETY OF TRANSPORTATION

FIGURE 2.8



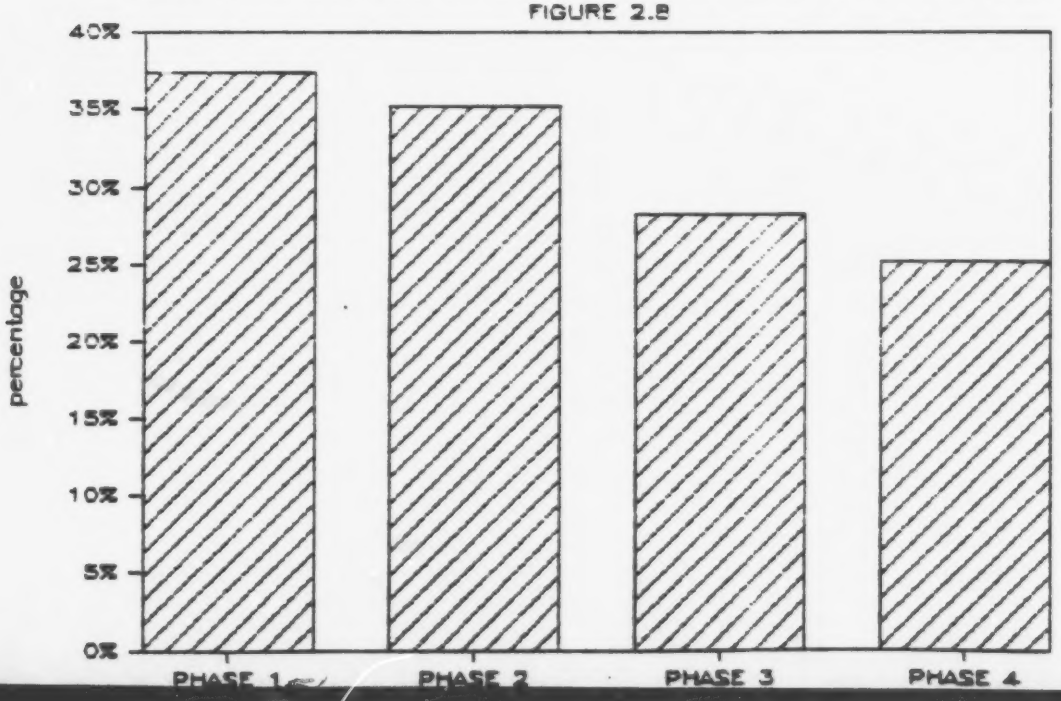
SAFETY OF WORKSITE

FIGURE 2.7



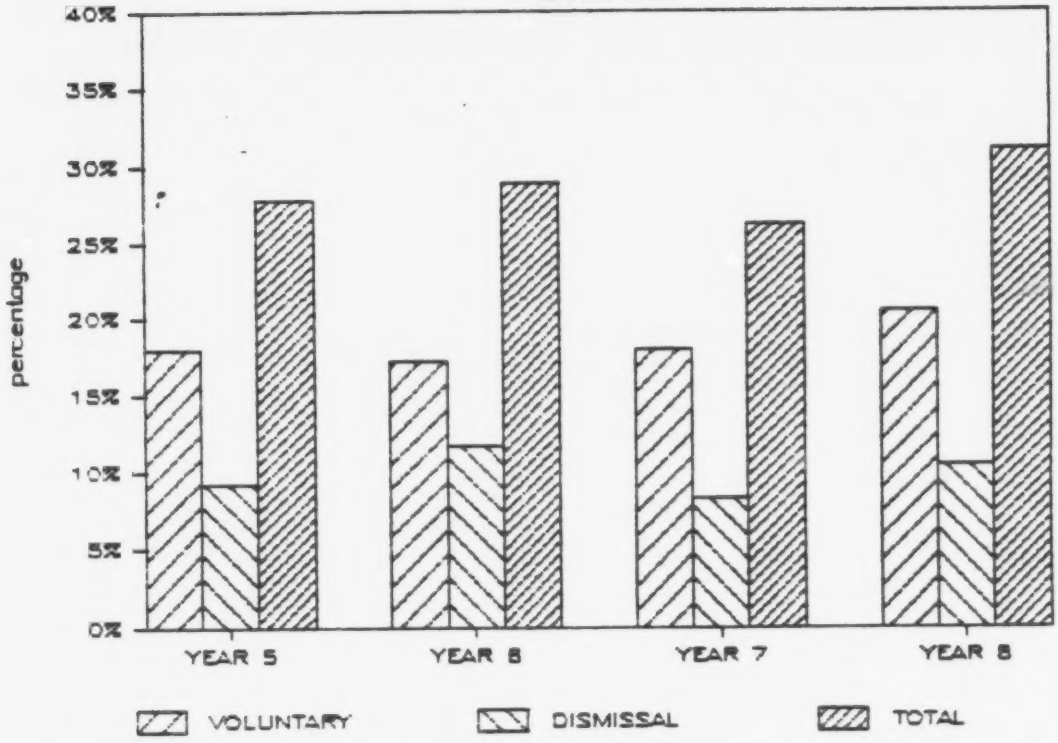
PARTICIPANT ATTRITION BY PHASE

FIGURE 2.8



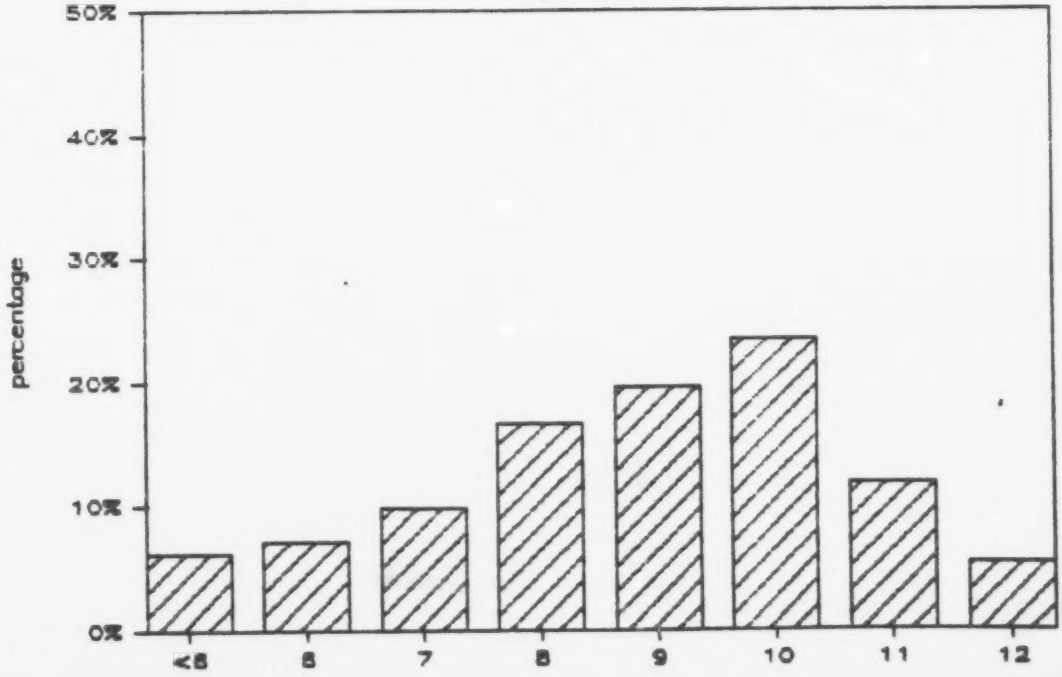
PARTICIPANT ATTRITION BY CATEGORY

FIGURE 2.9



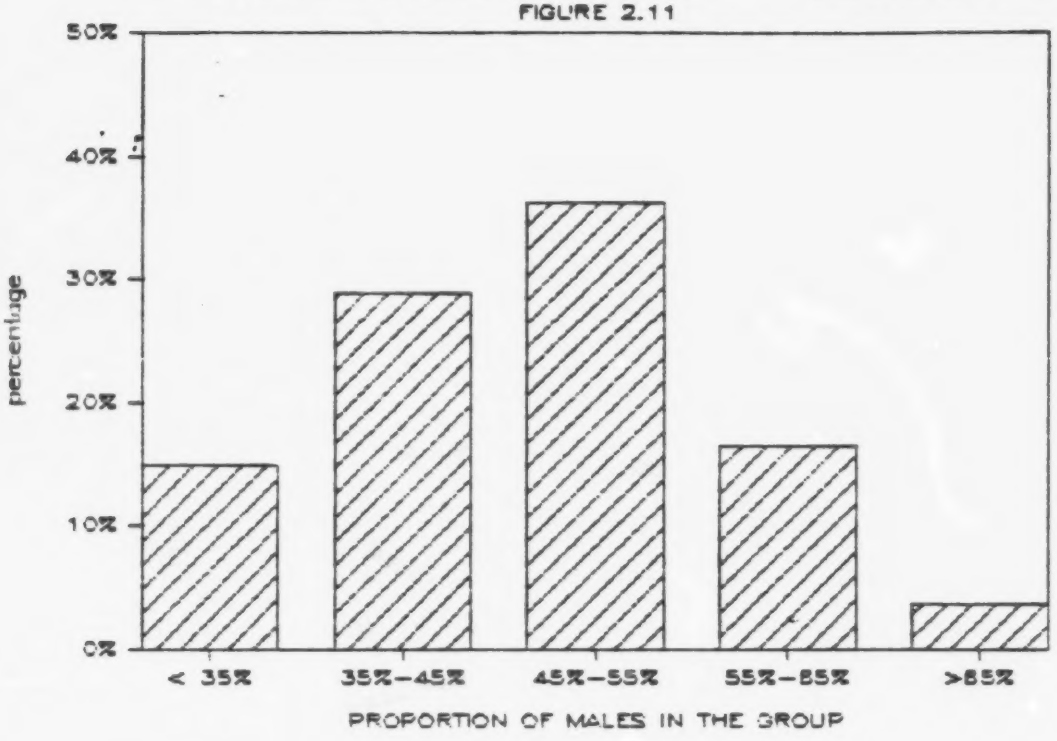
GROUP SIZE

FIGURE 2.10



GROUP COMPOSITION – GENDER

FIGURE 2.11

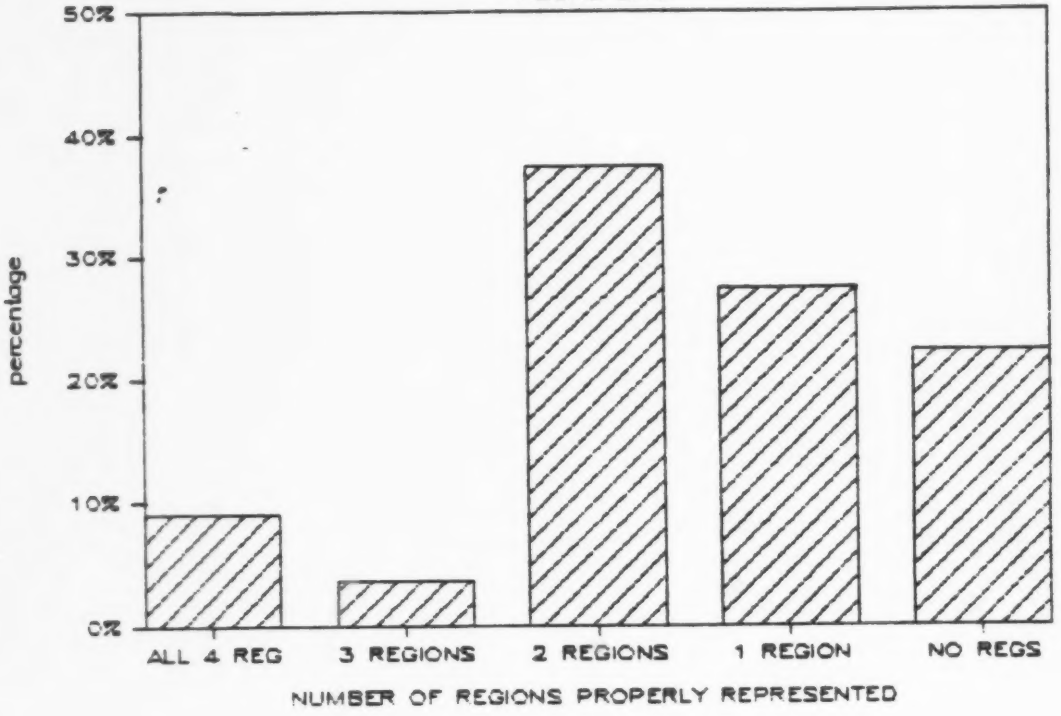


GROUP COMPOSITION – LANGUAGE

FIGURE 2.12

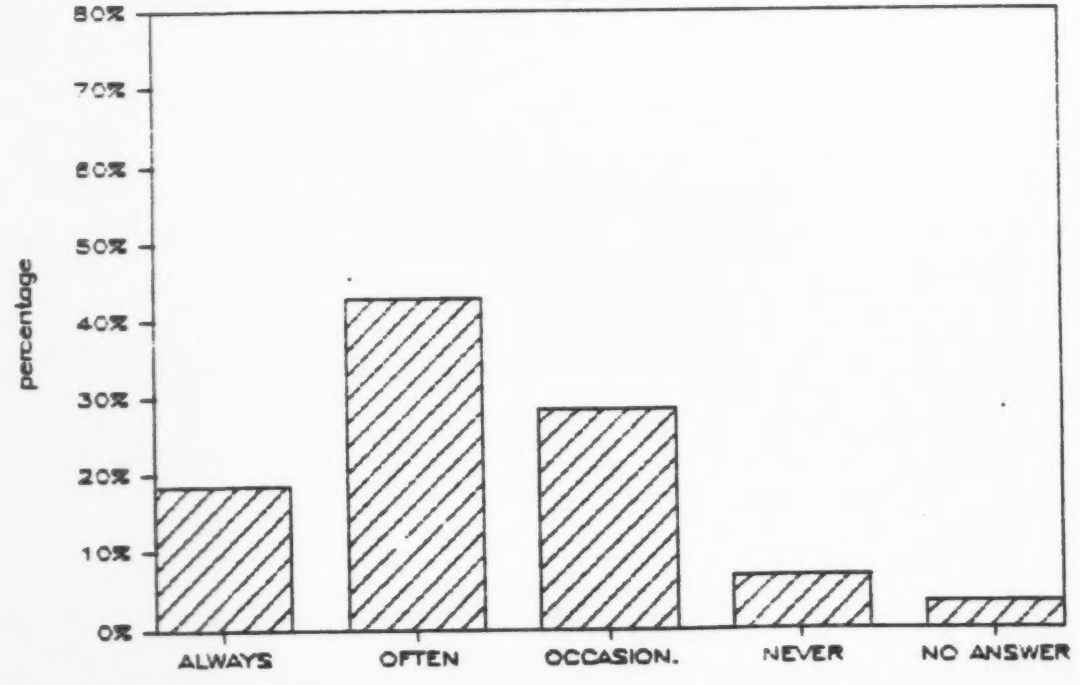
GROUP COMPOSITION – REG. REPRESENTAT

FIGURE 2.13



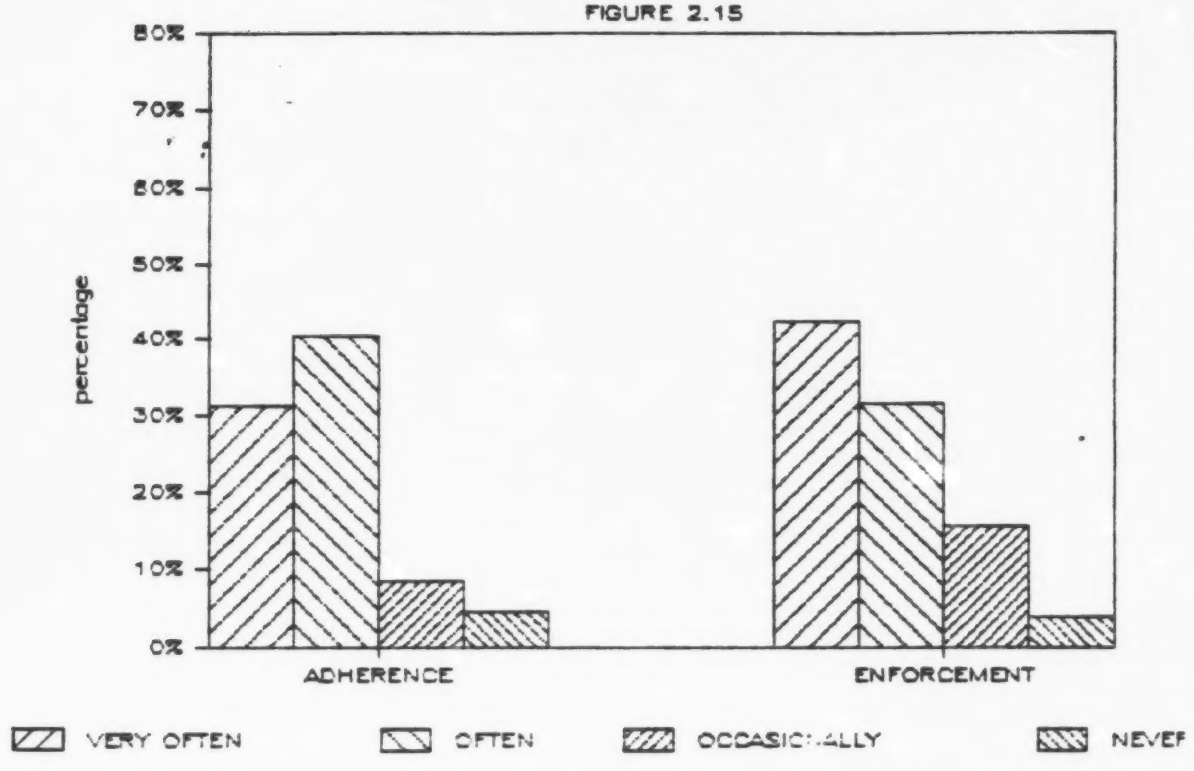
QUALITY OF GROUP LIFE

FIGURE 2.14



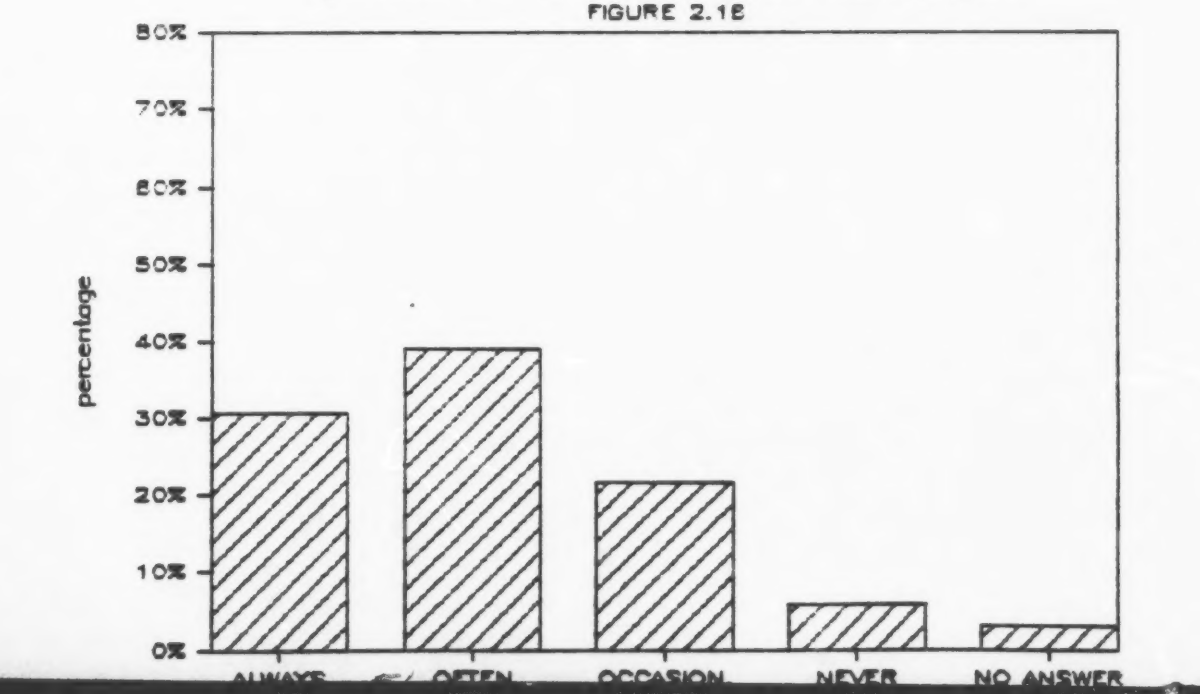
CODE OF CONDUCT

FIGURE 2.15



QUALITY OF GROUP LEADER

FIGURE 2.16

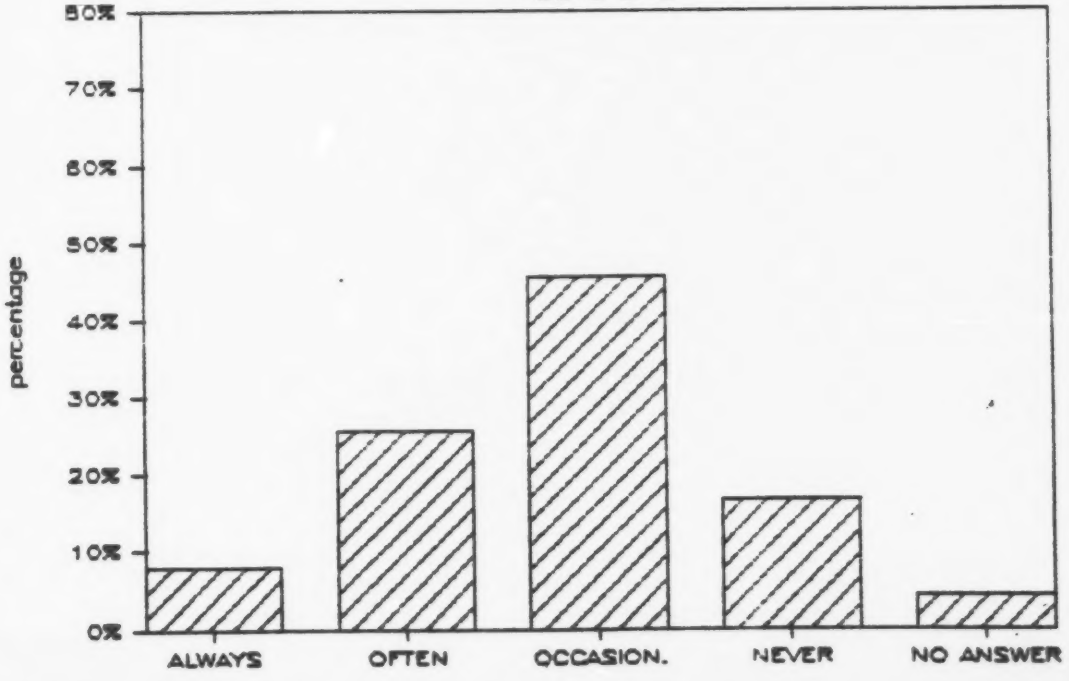


LANGUAGE OF GROUP LEADER

FIGURE 2.17

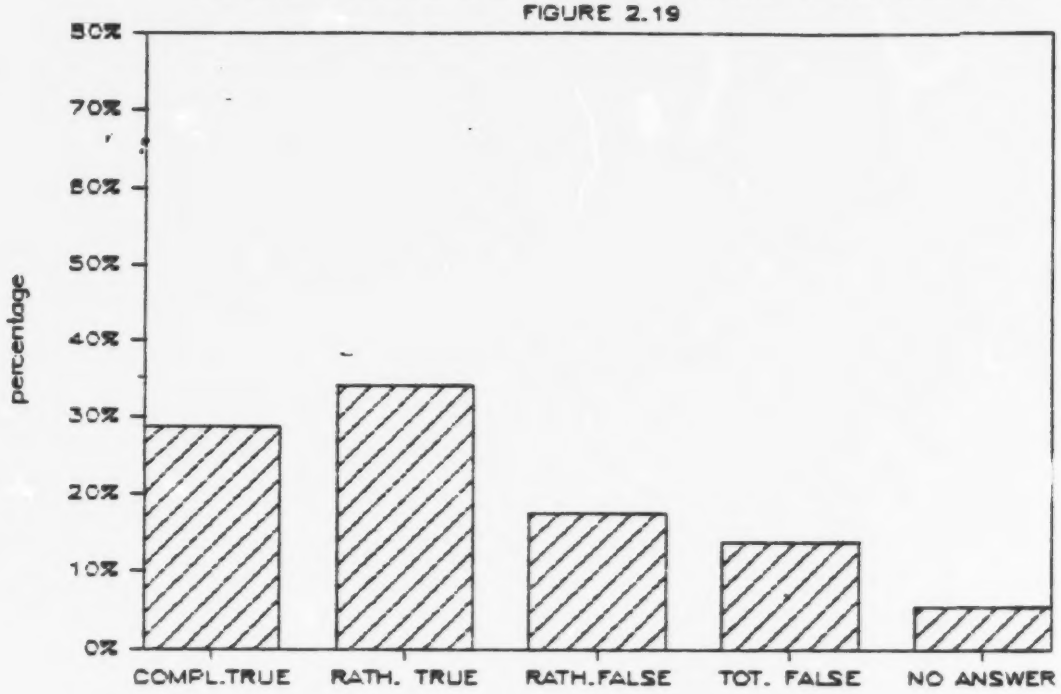
COMMUNITY INTEGRATION

FIGURE 2.18



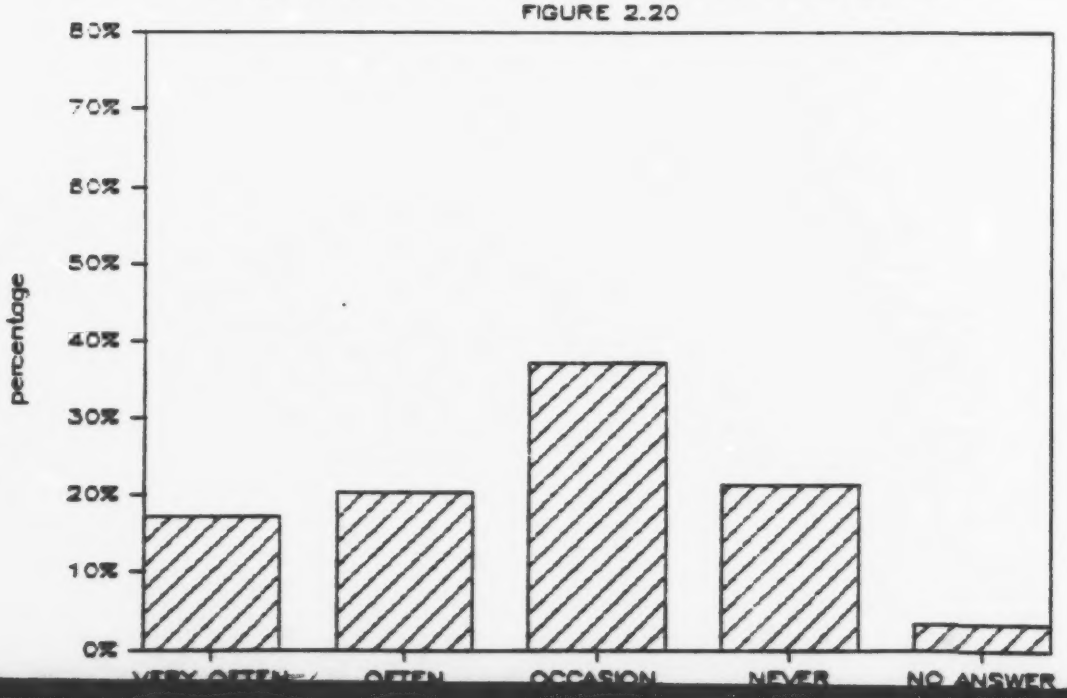
USEFULNESS OF WORK PROJECT

FIGURE 2.19



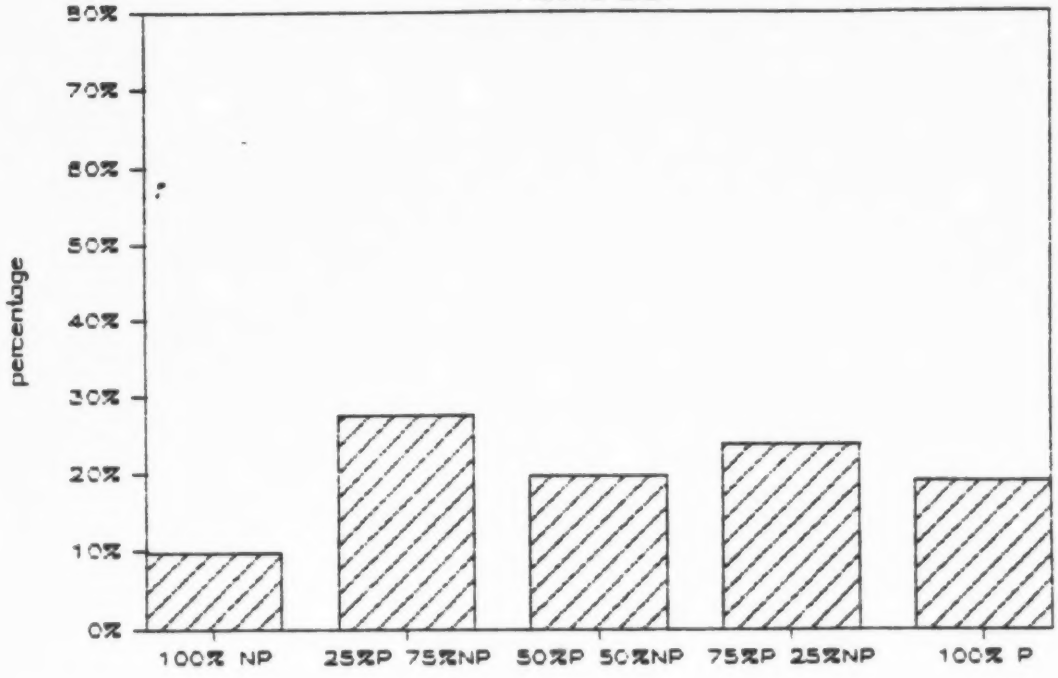
QUALITY OF WORK PROJECT

FIGURE 2.20



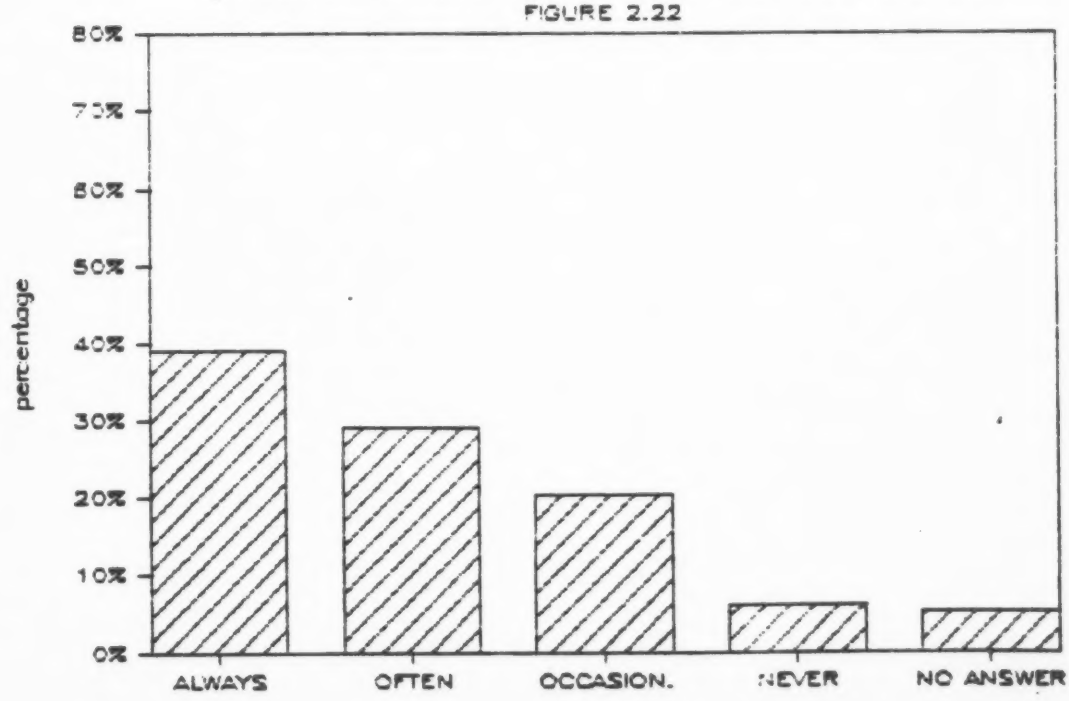
PHYSICAL/NON PHYSICAL SPLIT

FIGURE 2.21



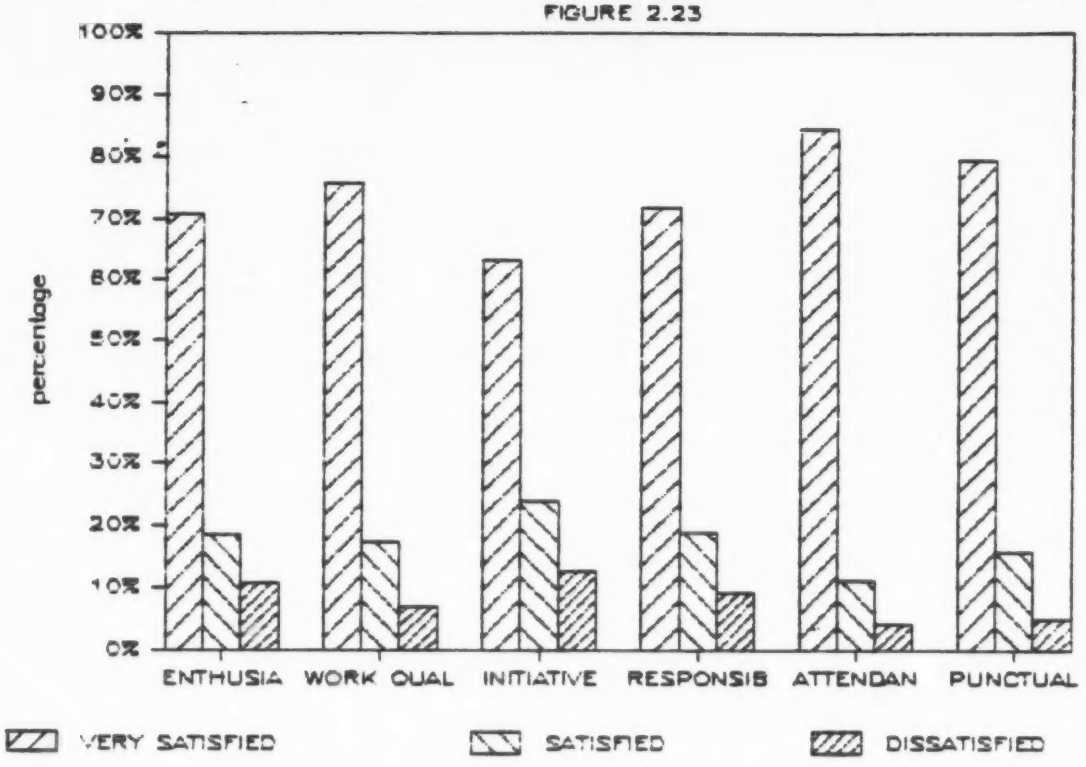
QUALITY OF WORK SUPERVISOR

FIGURE 2.22



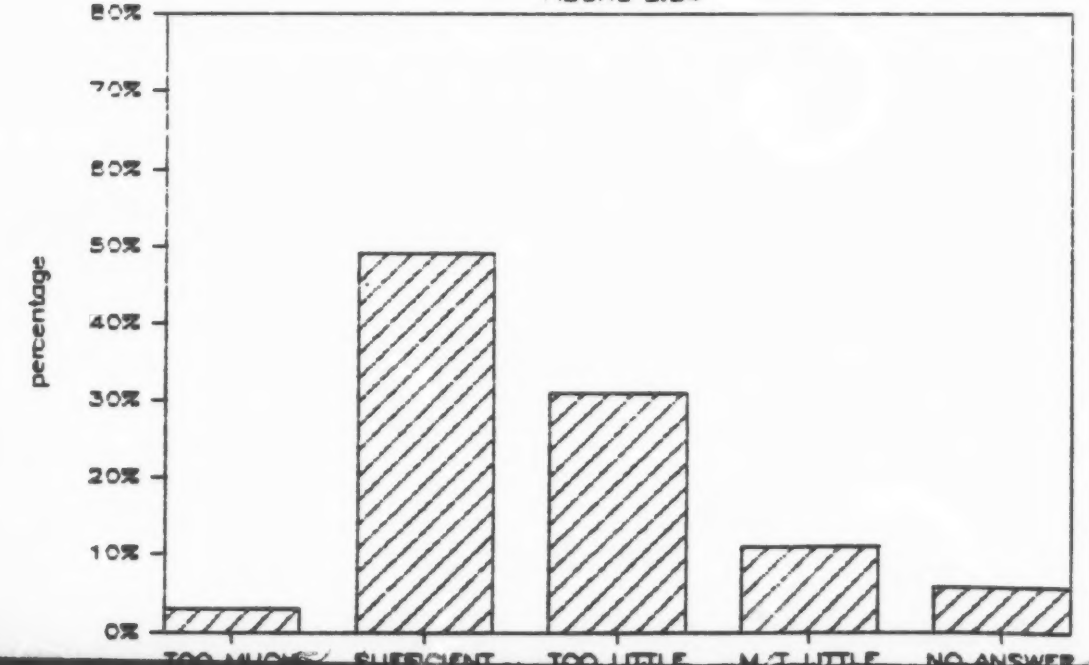
SPONSORS' ASSESSMENT OF PARTS

FIGURE 2.23



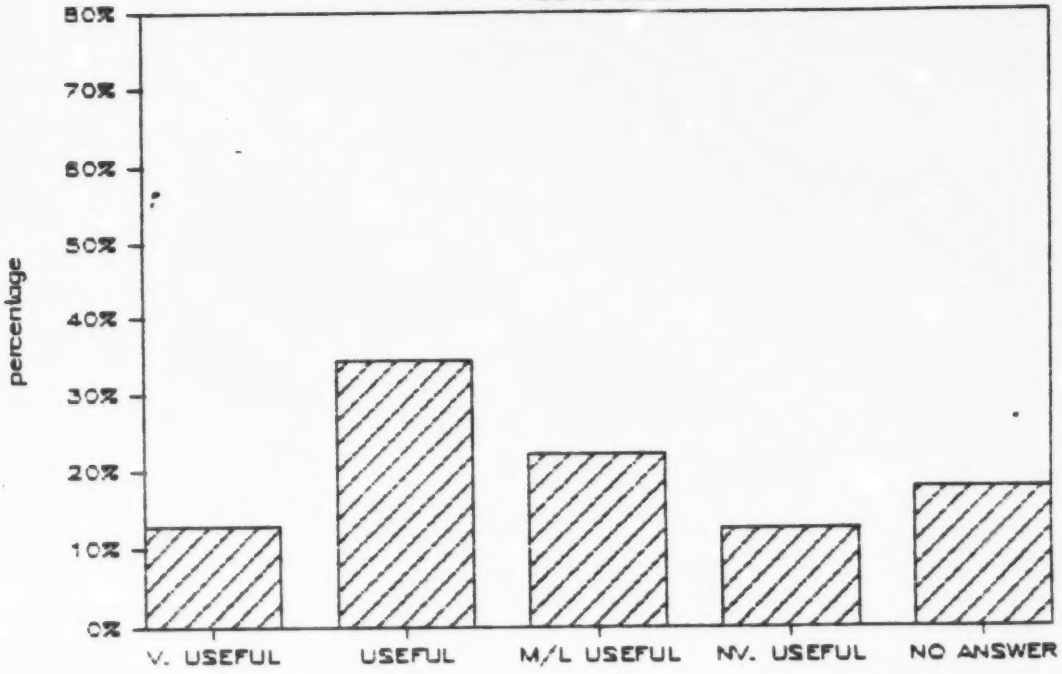
AMT OF INFO ON L.P. ACTIVITIES

FIGURE 2.24



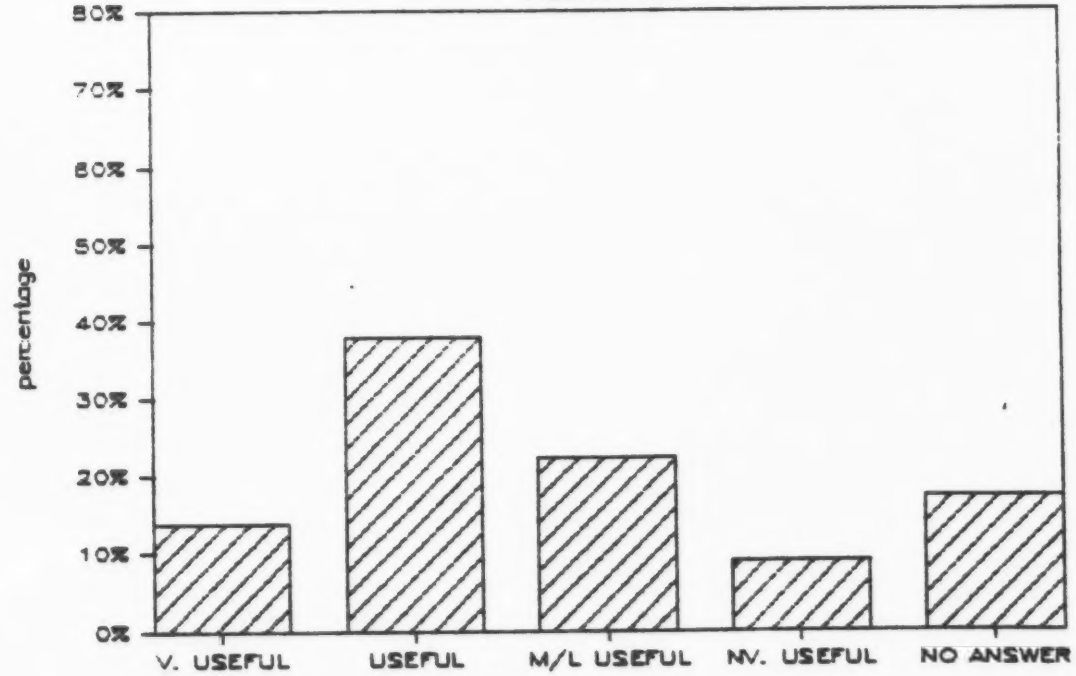
USEFULNESS OF INDIV. DEVEL. PLAN

FIGURE 2.25



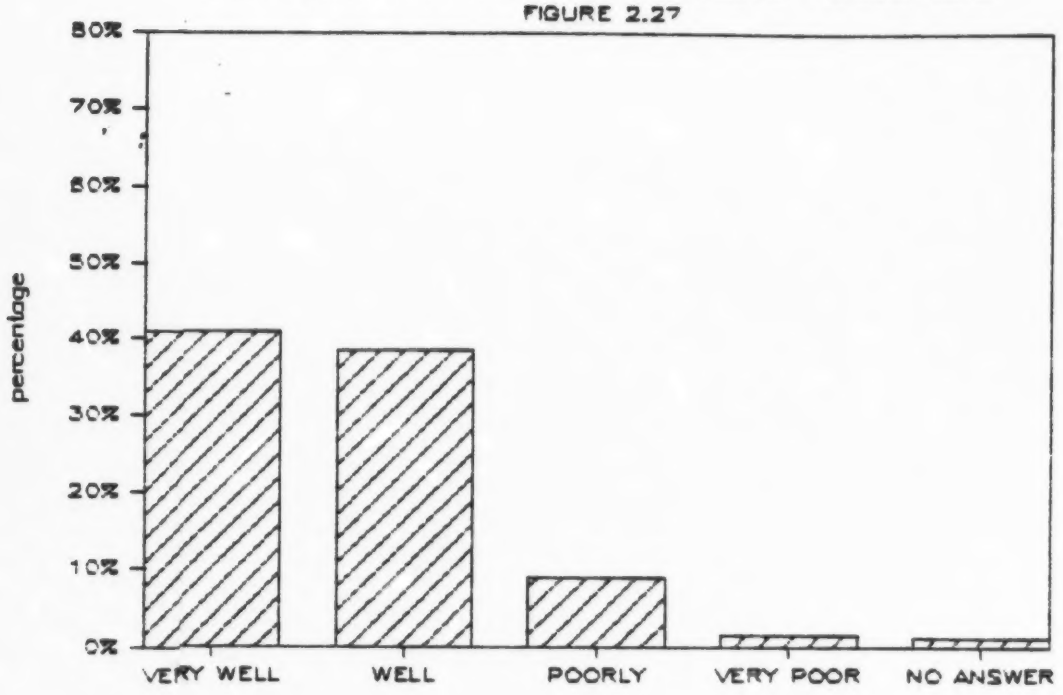
USEFULNESS OF GROUP DEVEL. PLAN

FIGURE 2.28



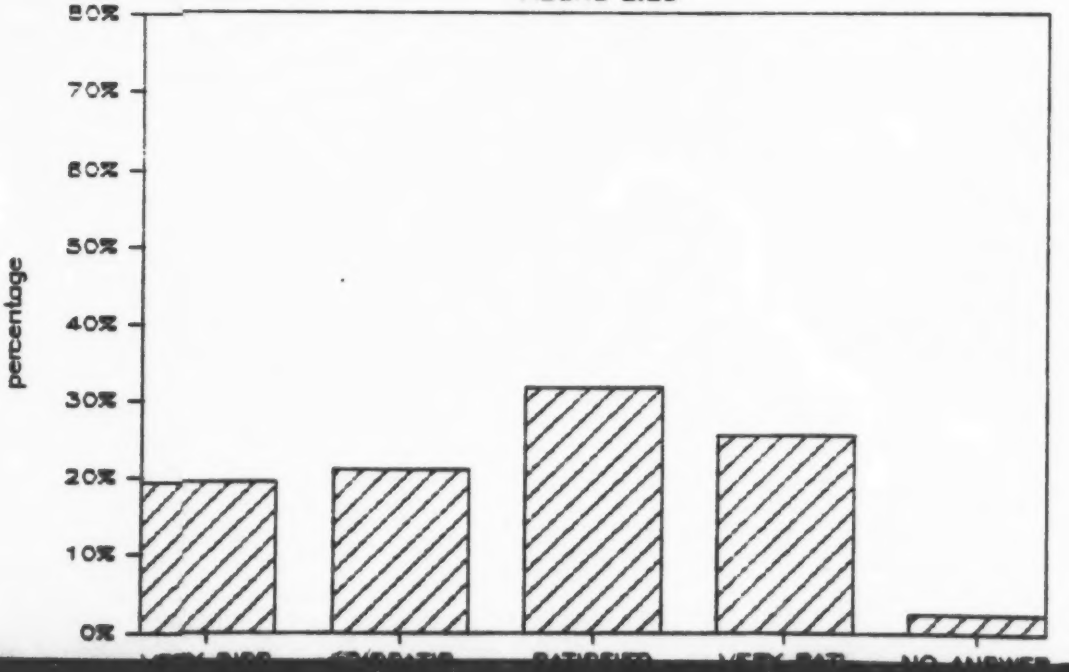
TEACHING OF MILITARY SKILLS

FIGURE 2.27



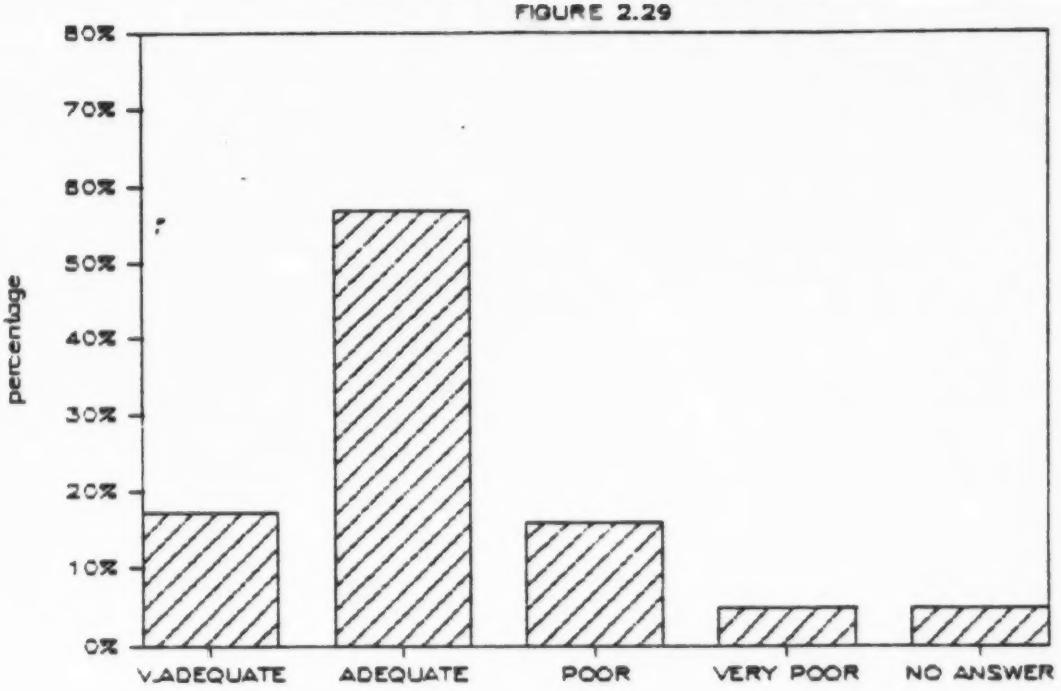
SATISFACTION WITH MILITARY OPTION

FIGURE 2.28



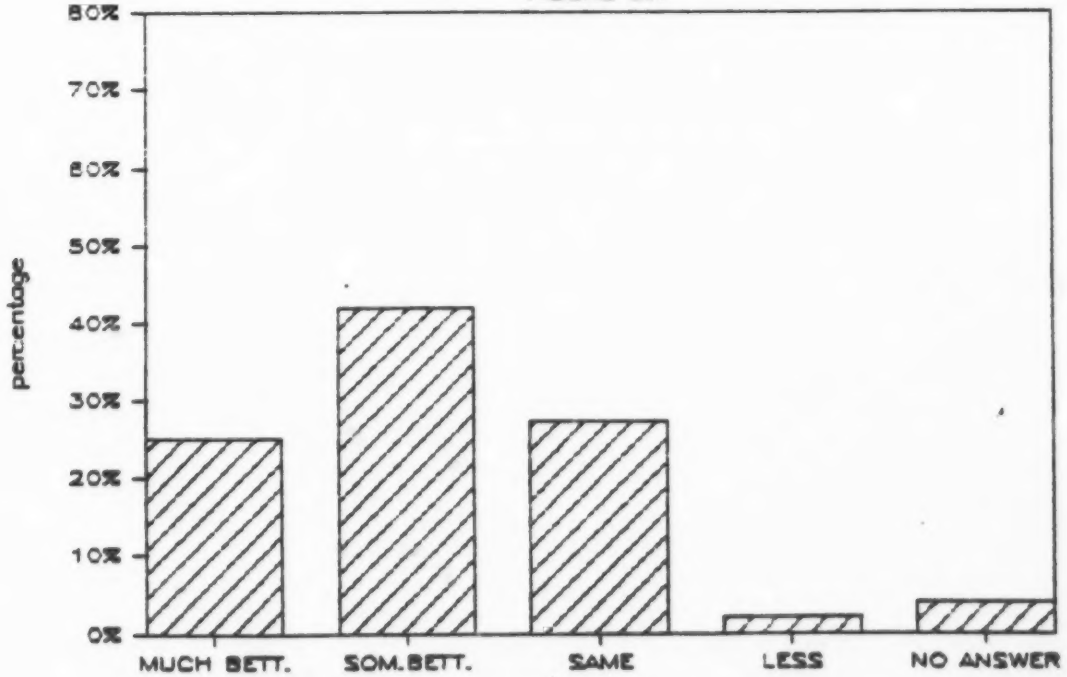
OVERALL ASSESSMENT

FIGURE 2.29



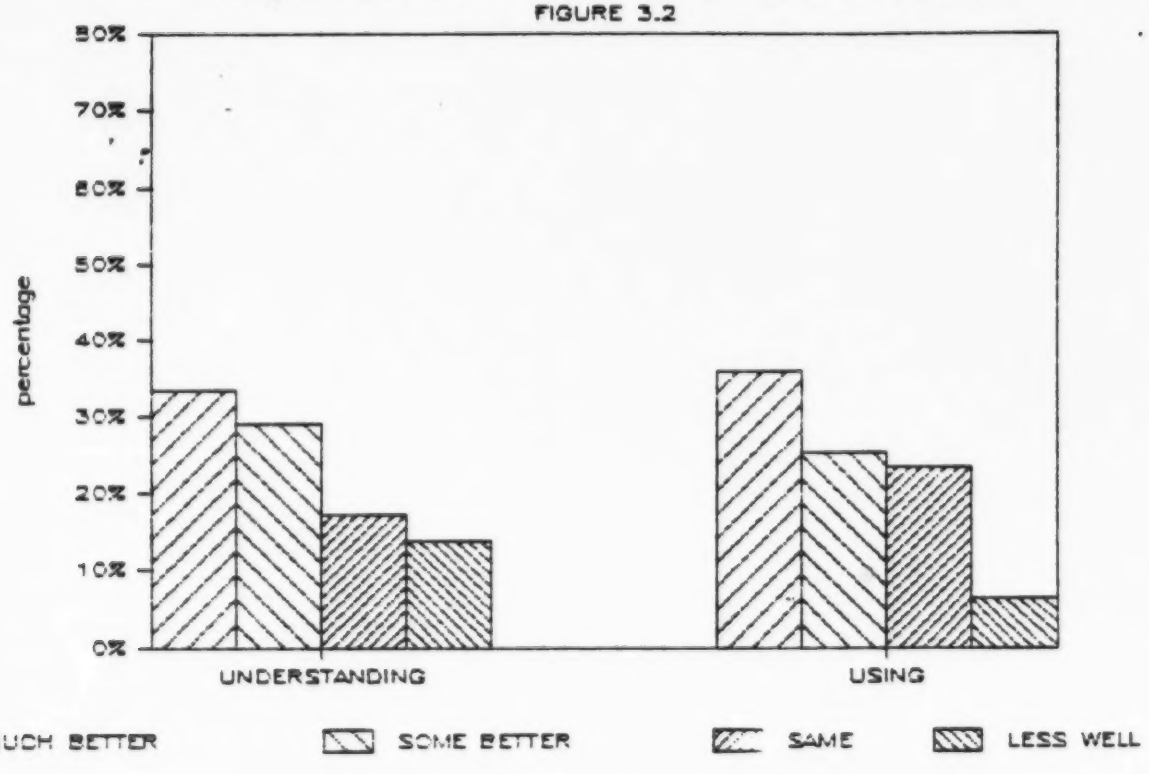
KNOWLEDGE OF CANADA

FIGURE 3.1



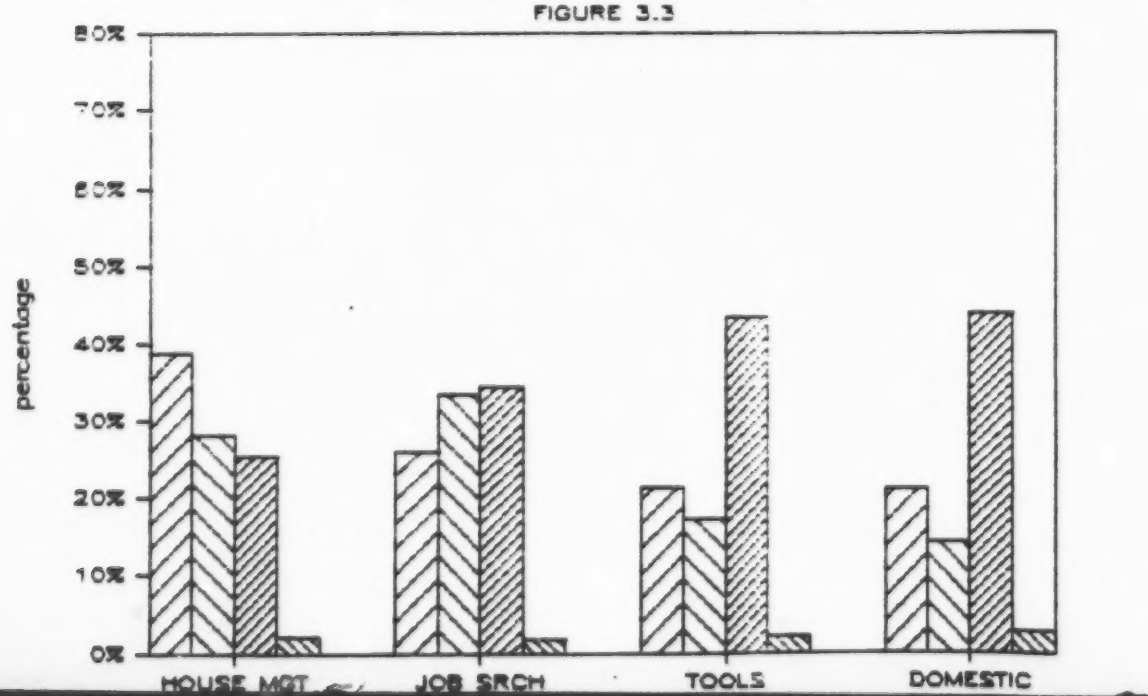
ACQUISITION OF 2ND LANGUAGE

FIGURE 3.2



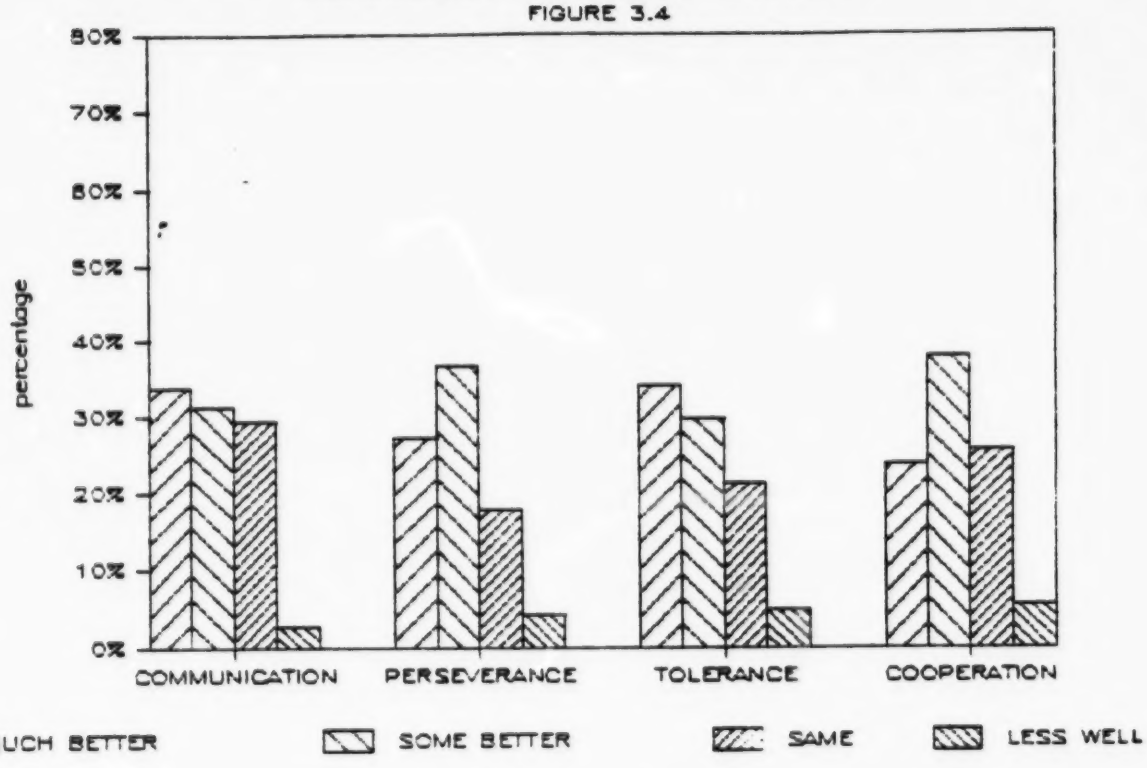
SPECIFIC SKILLS

FIGURE 3.3



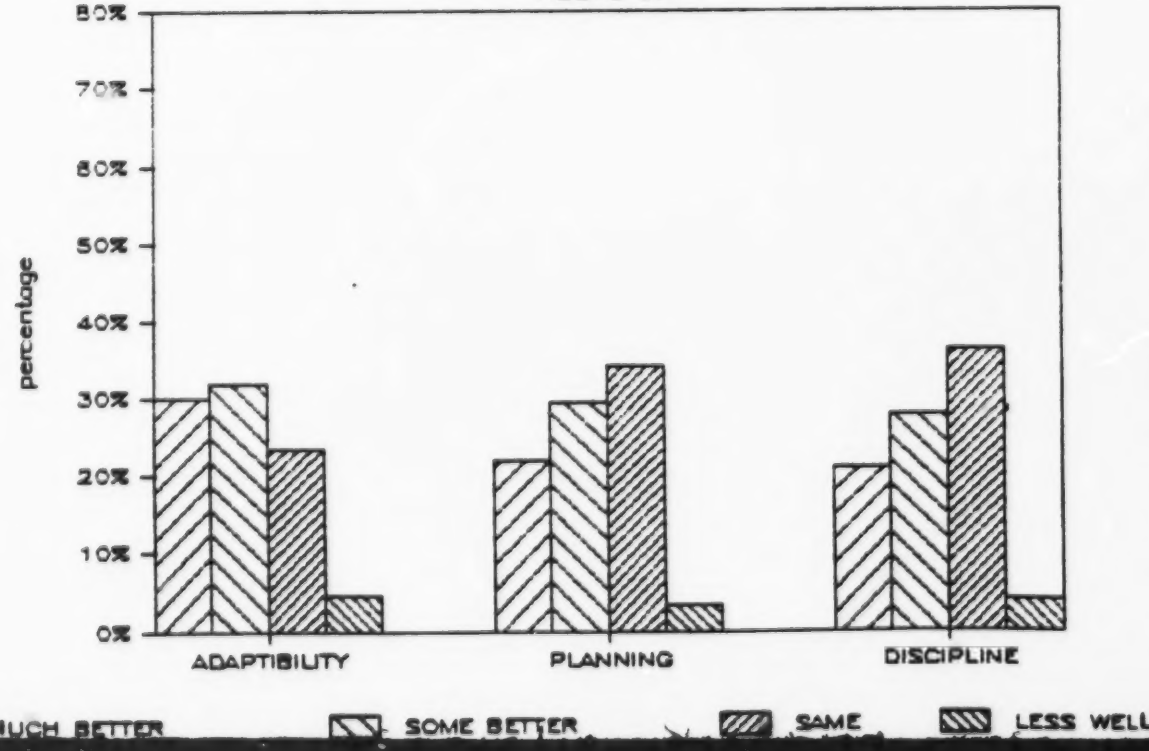
HIGHER ORDER SKILLS

FIGURE 3.4



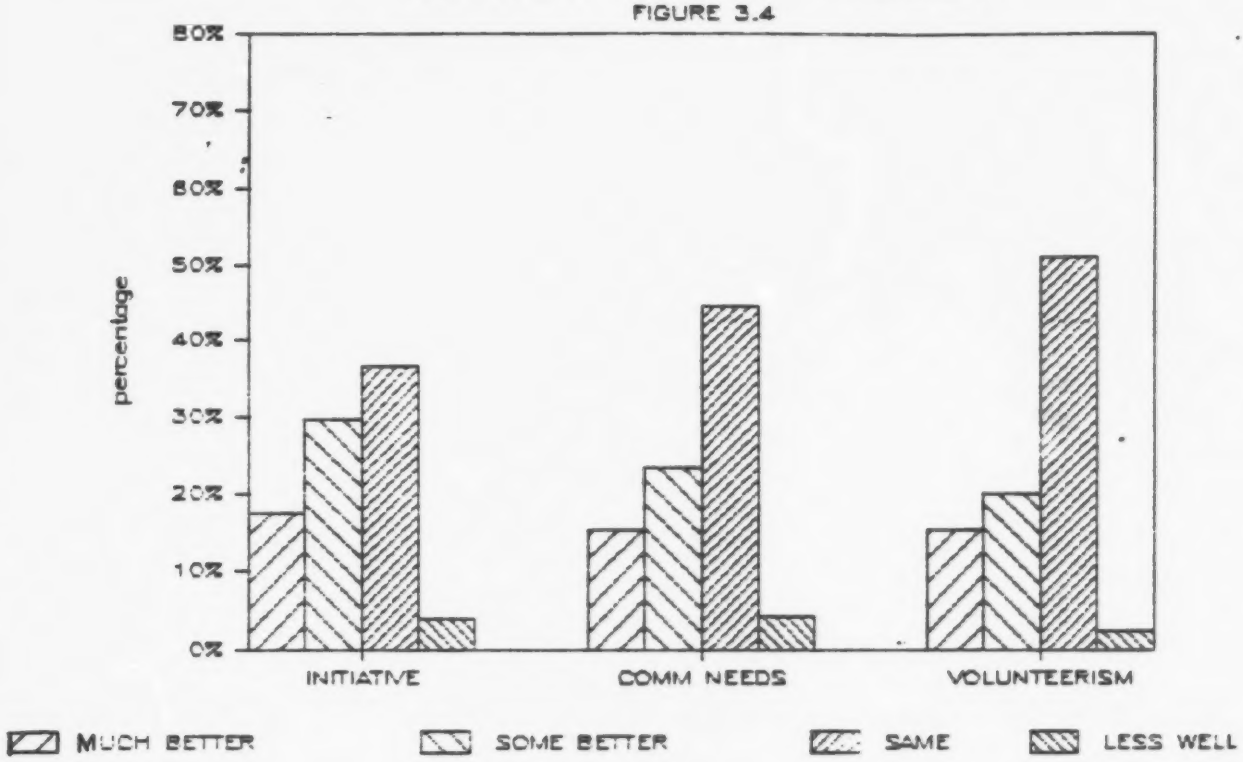
HIGHER ORDER SKILLS

FIGURE 3.4



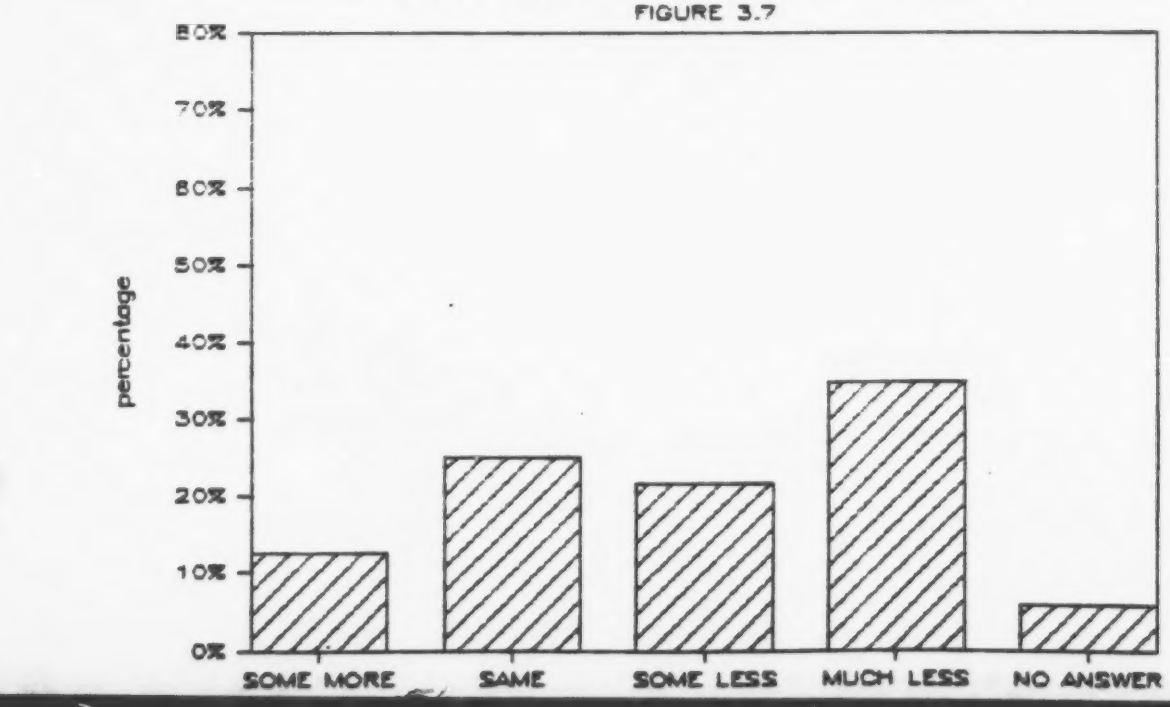
HIGHER ORDER SKILLS

FIGURE 3.4



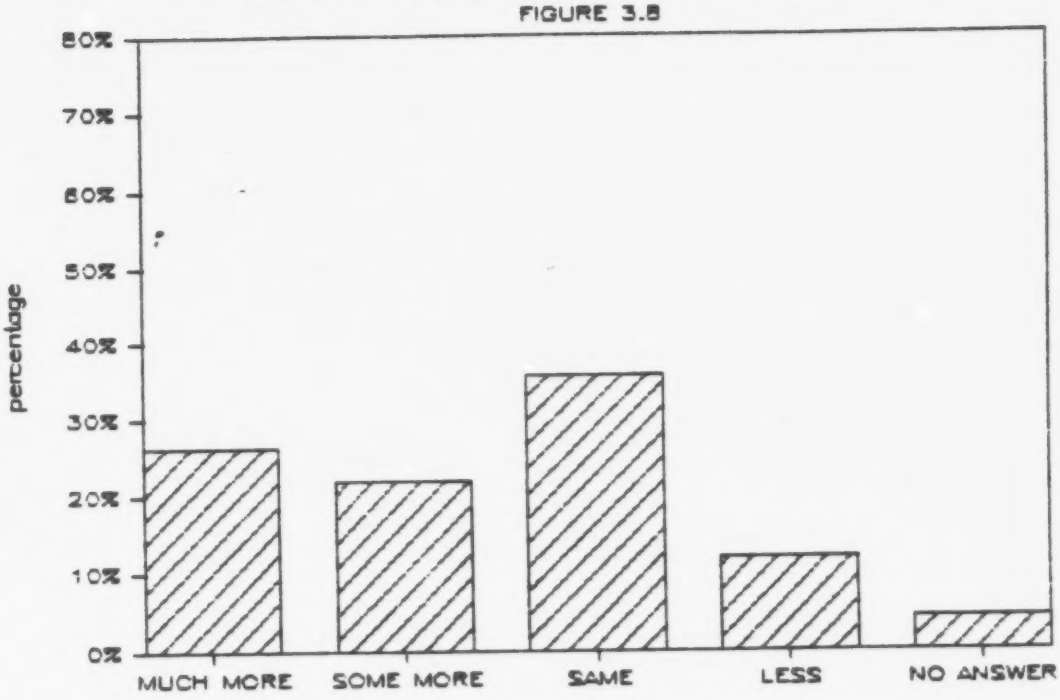
POOR NUTRITIONAL HABITS

FIGURE 3.7



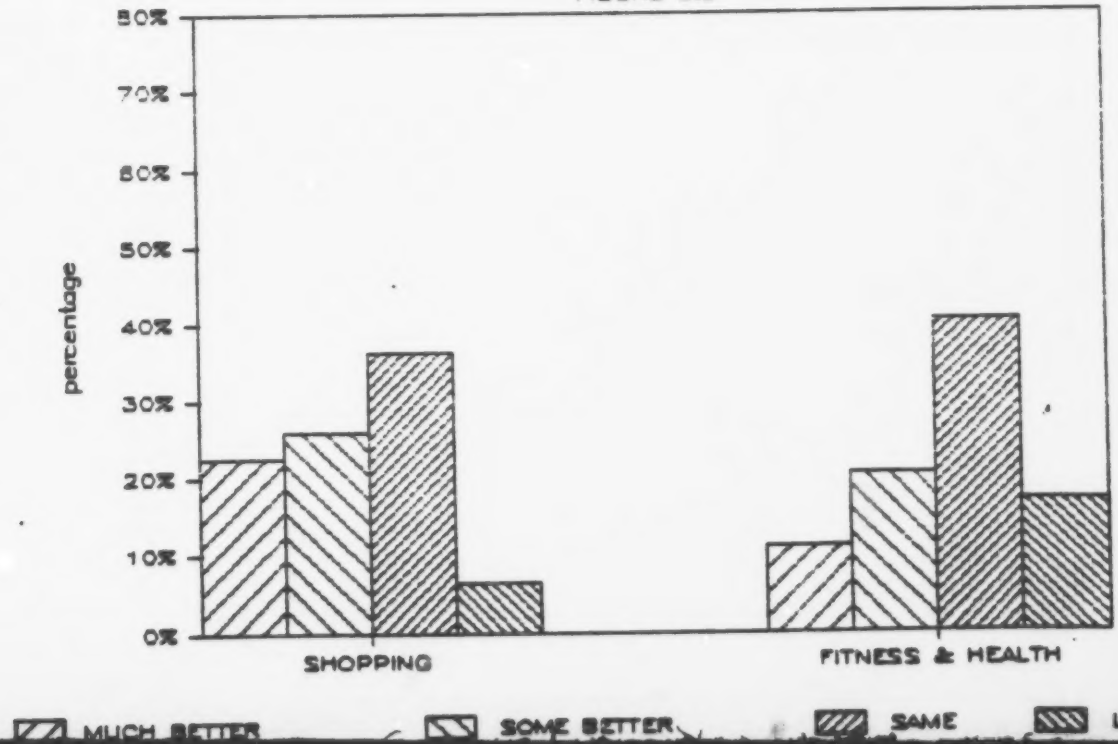
GOOD NUTRITIONAL HABITS

FIGURE 3.8



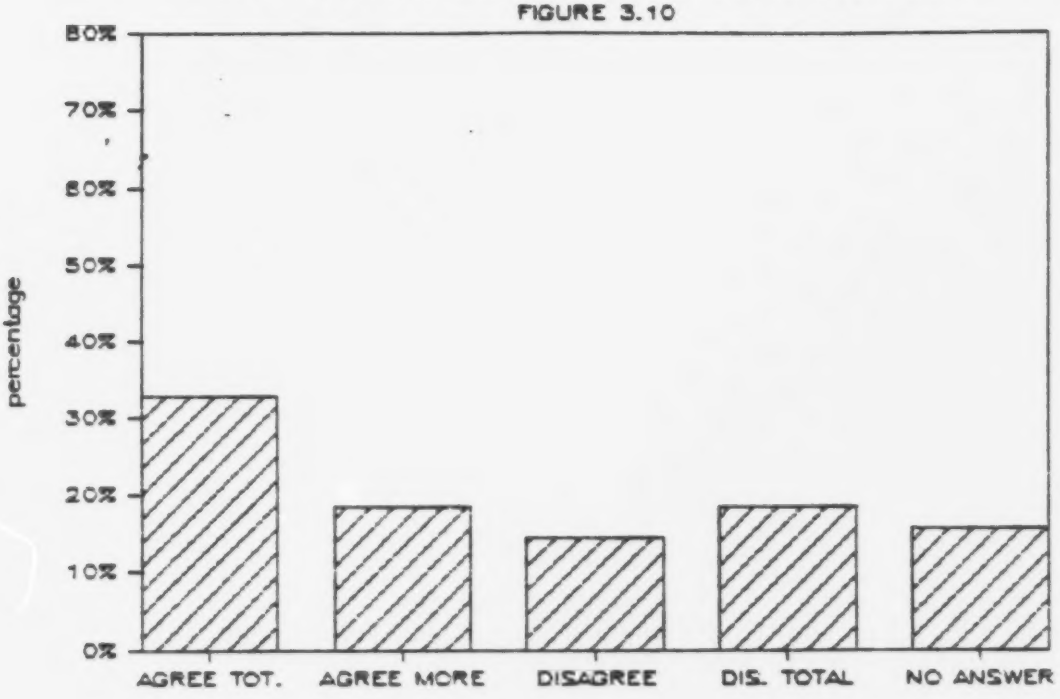
SHOPPING AND HEALTH HABITS

FIGURE 3.9



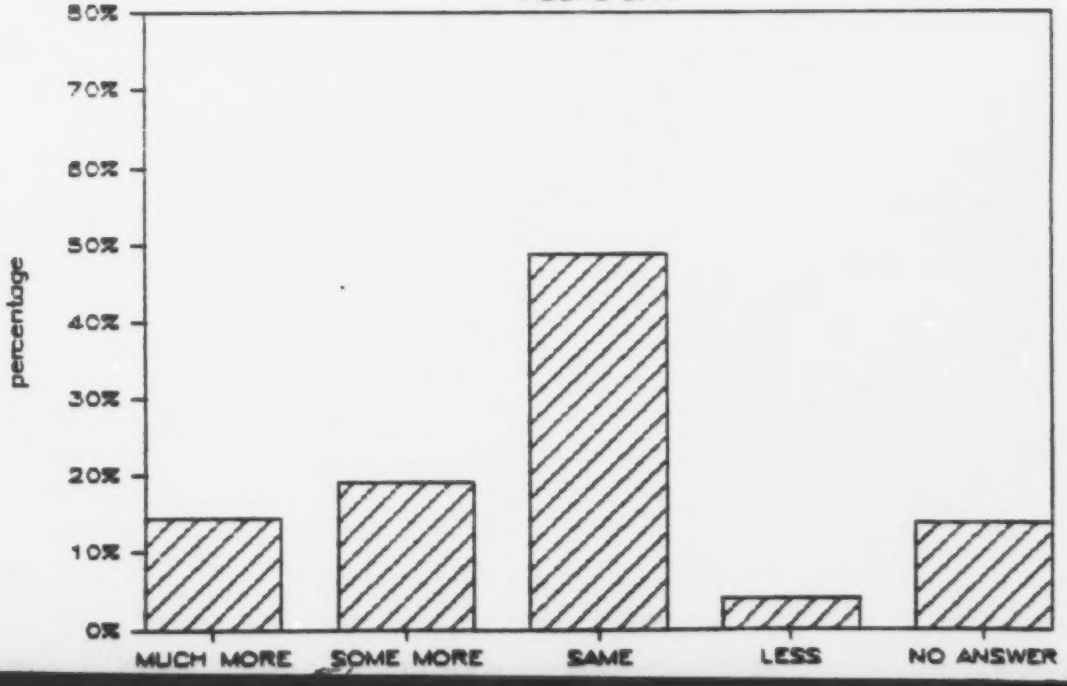
ENVIRONMENTAL AWARENESS

FIGURE 3.10



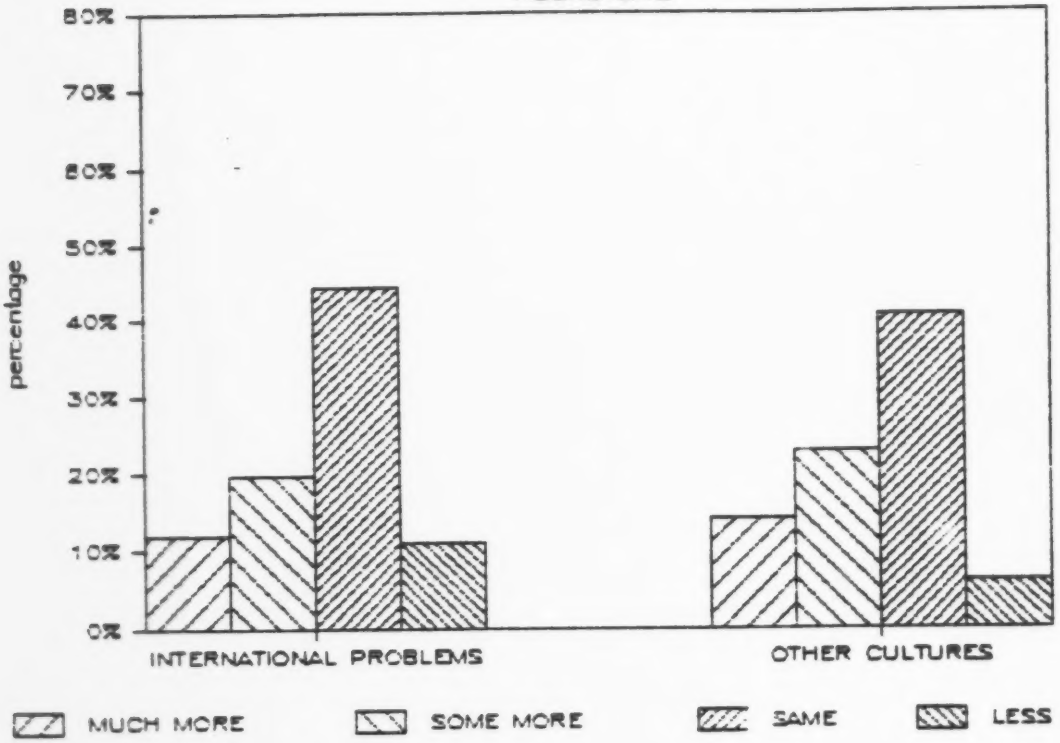
CONSERVATION HABITS

FIGURE 3.11



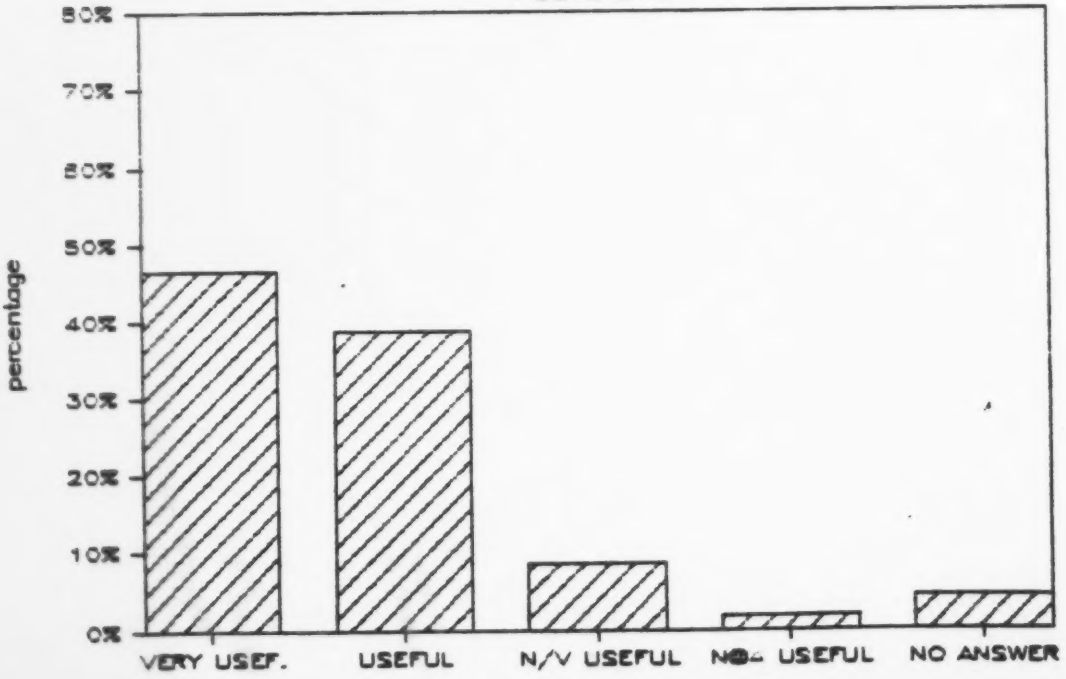
INTERNATIONAL AWARENESS

FIGURE 3.12



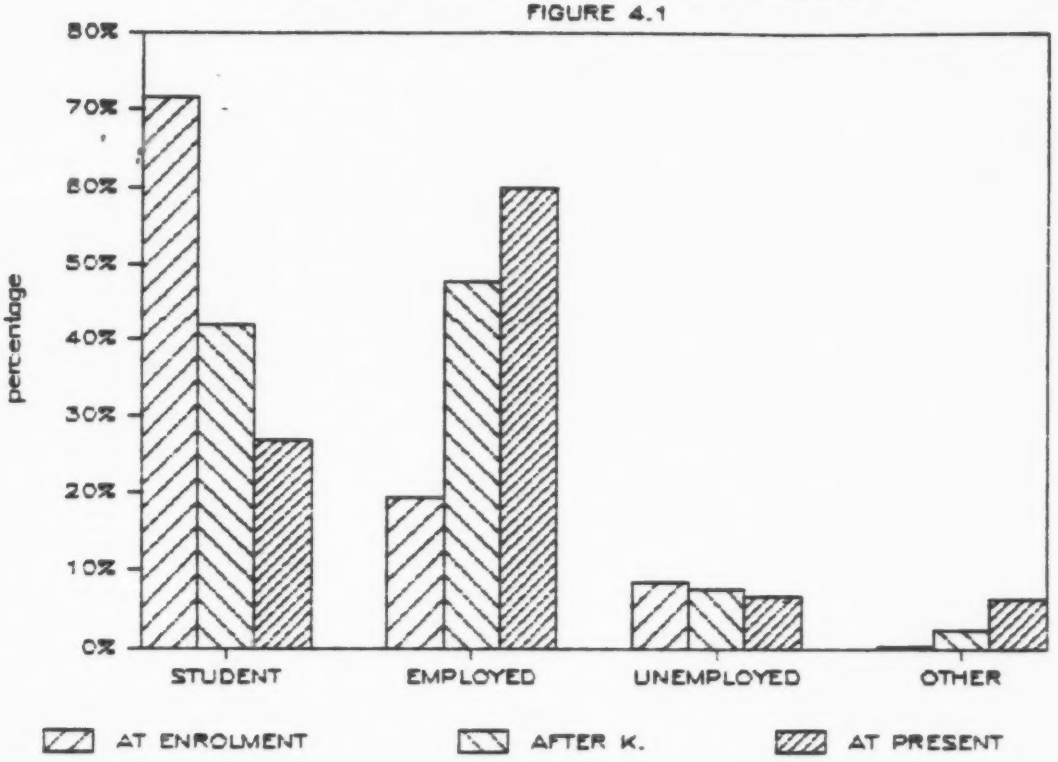
OVERALL VIEW OF KATIMAVIK

FIGURE 3.13



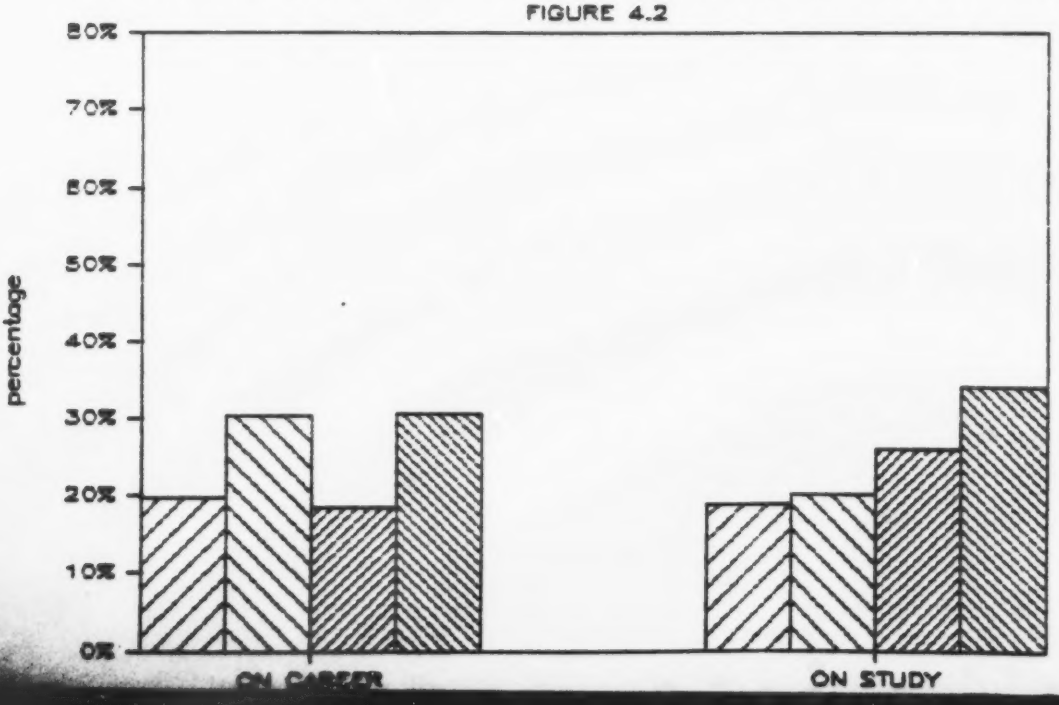
PARTICIPANT OCCUPATION

FIGURE 4.1



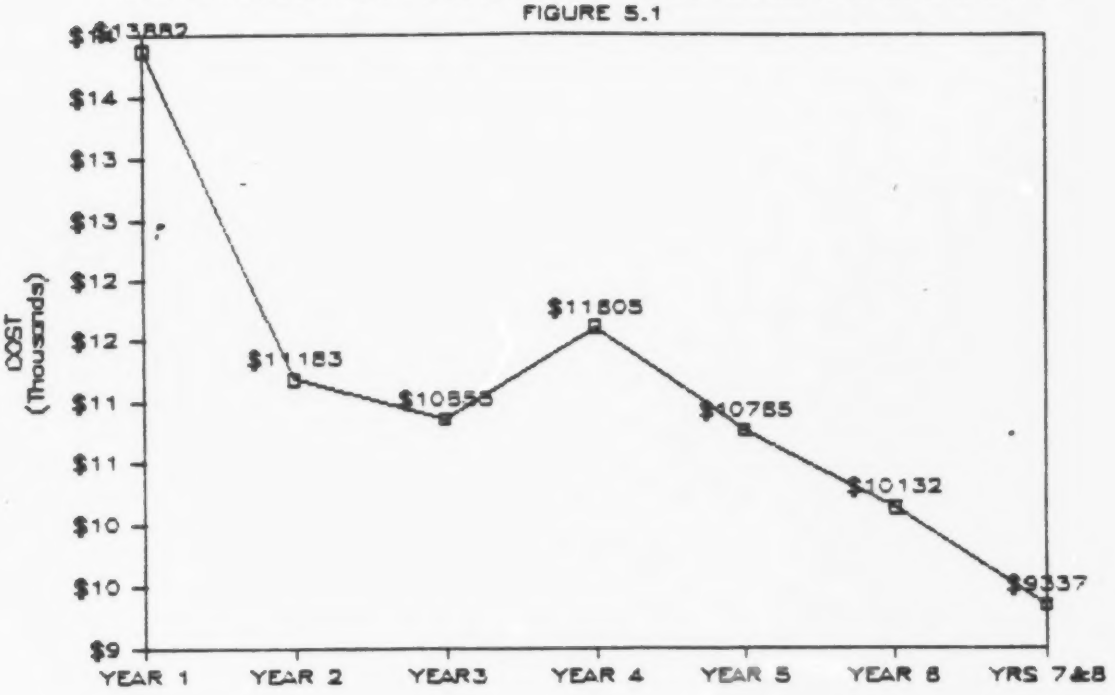
INFLUENCE OF K ON WORK AND STUDY

FIGURE 4.2



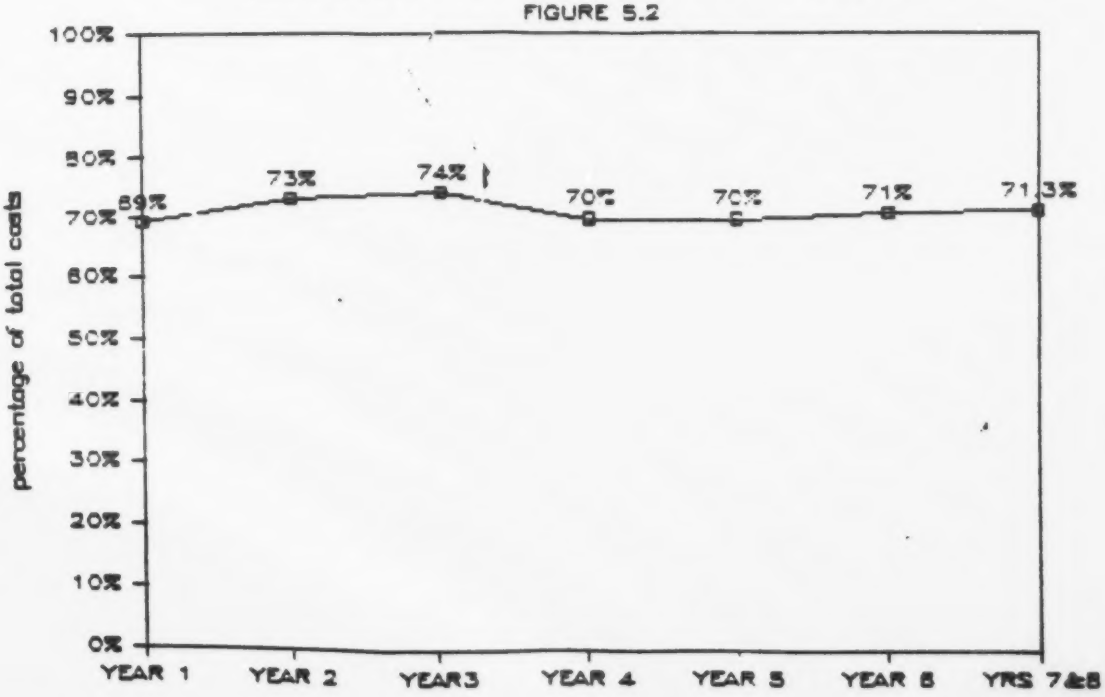
KATIMAVIK COSTS PER PARTICIPANT

FIGURE 5.1



KATIMAVIK PROJECT COSTS

FIGURE 5.2



OPCAN'S HIERARCHY OF OBJECTIVES AND ACTIVITIES

OPCAN provides in a voluntary and independent manner, consulting, research and development and program management services to Canadians, organizations, and governments concerned with the development and implementation of policies and programs addressing youth.

OPCAN is a not for profit Canadian corporation dedicated to the promotion of young Canadians' development, to the identification of their needs and concerns, to the improvement of their situation and to the development of their full potential in the best interest of Canadian society.

OPCAN est un organisme canadien à but non lucratif voué à la promotion du développement de la jeunesse canadienne, à l'identification de ses besoins et préoccupations, à l'amélioration de sa condition et à la mise en valeur de son potentiel dans le meilleur intérêt de la société.

OPCAN vise à offrir aux canadiens et organismes canadiens, aux gouvernements, des services indépendants de consultation, de recherche et développement, et de gestion de projets en matière de politiques et de programmes pour la jeunesse.

- Voluntary development
- Consultation & development services
- Personal development programs
- Participation & exchange & communication projects

Offer Canadians the opportunity of serving their communities, as volunteers, thereby, the OPCAN organizations and its various programs.

Promote and assist in the identification of youth needs and aspirations, in the research of contemporary youth related phenomena, issues and concerns and in the development of policies and programs which foster fuller participation of young Canadians in Canadian society.

Offer young Canadians personal development programs which provide innovative and constructive opportunities to further their knowledge of Canadian society, their ability, capacity and willingness to contribute concretely, and their awareness of social development in taking an international perspective.

Promote, develop and implement participation programs and activities, primarily domestic in scope and nature, which provide innovative and useful opportunities of community action, discussion and exchange between youth of different regions and backgrounds.

RATIONALE: Education & personal development

"Rationale to a personal development and education program which aims at preparing young Canadians aged 17 to 21 to contribute to a better quality of life in Canadian society by giving them the experience and the values associated with group life and volunteerism, the skills and experience of concrete volunteer work in projects of lasting value to Canadian communities, the knowledge and appreciation of Canada, of its environmental conditions, the opportunity to learn a second official language and an occasion to make choices about their future".

- Cultural diversity, official languages
- [illegible] & experience - service to community
- Environment, awareness & development

"To ensure that Network participants are fully representative of the social demography of the country, that their learning activities take place in a number of different regions of the country and include occasions to work and live with people of different backgrounds, as well as methods and programs for learning a second official language".

- Rotation
- Bilateral
- Second language
- Socio-cultural

"To ensure that work projects selected provide a variety of useful and innovative work-training experiences, services to communities, including basic skill acquisition and development opportunities and that the participants are predominantly engaged in physical work activities".

- Work projects
- Work skills
- Military option
- Services to community

"To ensure that Network participants acquire a good knowledge of local environmental conditions, develop an appreciation, attitudes, habits and practices with respect to good nutrition, active leisure, fit physical condition, protection of the environment, energy conservation in the context of a society with limited resources and developing countries"

- Active leisure
- International awareness
- Health awareness
- Environmental awareness

APPENDIX #1

84.09.07

V. EFFECTIVENESS ISSUE

A. KATIMAVIK PROGRAM, INCLUDING MILITARY OPTION

I. INTENDED EFFECTS* OF THE KATIMAVIK PROGRAM (YEAR 8)) ON PARTICIPANTS

1.*CULTURAL DIVERSITY, OFFICIAL LANGUAGES

1.1 Socio-Cultural Awareness

1.1.1 General topography of the three host communities
1.1.2 Economic base of the three host communities
1.1.3 Local political structures in the three host communities
1.1.4 Educational institutions of the three host communities
1.1.5 Cultural life of the three host communities
1.1.6 Ethnic composition of the three host communities
1.1.7 National social/economic environment resulting from regional and cultural differences.

1.2 Second Language Learning

1.2.1 Improved verbal understanding of and improved verbal expression in a second language.

2.*WORK TRAINING AND EXPERIENCE/SERVICE TO COMMUNITIES

2.1 Specific Skills

2.1.1 Small tools usage
2.1.2 Household management skills
2.1.3 Job search skills, ability to prepare a resumé

2.2 Higher-Order Skills

2.2.1 Communication, the ability to understand and be understood by others

2.2.2 Discipline, the ability to work under supervision

2.2.3 Perseverance, the ability to follow a job through to it's completion.

* Due to the structure of the Hierarchy of Objectives and the implication that the three other Objectives "derive" from the umbrella "Personal development", we suggest measuring these three other objectives.

2.2.4 Cooperation, the ability to work as a group towards a common goal.

2.2.5 Tolerance, the capacity to appreciate different attitudes, opinions, values and lifestyles, and to accept people from different backgrounds.

2.2.6 Adaptability, the ability to deal flexibly with, and adjust to new people, places and situations.

2.2.7 Initiative, the ability to take appropriate and constructive action above and beyond given responsibilities.

2.2.8 The ability to plan.

2.2.9 Volunteer ethic, understanding the value of volunteer service, citizenship, and participating in the Canadian volunteer effort.

2.2.10 Awareness of community needs and initiatives taken to meet those needs.

3.* ENVIRONMENT, AWARENESS AND DEVELOPMENT

3.1 Nutrition, Well-Being and Active Leisure

3.1.1 Acquisition of a basic knowledge of nutrition and of the positive effects of proper nutrition on health.

3.1.2 Development of good nutritional habits and skills in planning, and preparing balanced meals.

3.1.3 Acquisition of a basic knowledge of activities necessary to the development of a fit physical condition.

3.2 Environmental Awareness

3.2.1 Awareness of current local and global environmental issues.

3.2.2 Acquisition of a basic knowledge of energy conservation.

3.3 International Awareness

3.3.1 Basic awareness of other cultures.

3.3.2 Basic awareness of the trade relationships between Canada and the other countries of the world.

3.3.3 Basic awareness of current problems faced by the third-world countries and Canada's involvement in them.

V. EFFECTIVENESS ISSUE

A) KATIMAVIK PROGRAM, INCLUDING MILITARY OPTION

2. INTENDED EFFECTS OF THE KATIMAVIK PROGRAM (YEAR 8) ON HOST COMMUNITIES

SERVICE TO COMMUNITIES

- To complete projects of lasting value to Canadian communities.

VI. DELIVERY AND PERFORMANCE ISSUE

A) KATIMAVIK PROGRAM, INCLUDING MILITARY OPTION - YEAR VIII

I. PROFILE

1. Intended Effects of the Program on Participants and Communities

Katimavik is a national youth volunteer service program that is designed to help in the education and personal development of young Canadians, to provide them with useful work training and community service experience, to stimulate their environmental awareness, and to help them learn about - and better understand - their country. As well, the program is designed to provide projects that are of lasting value and needed services to Canadian communities.

2. Program Design

Overview

The Katimavik program is based upon groups of 12 participants living together for 9 months in three different parts of Canada under the supervision of a Group Leader. Their time is divided between the sponsors' project work, household tasks, and learning program activities.

Participants

A participant must be single, a Canadian citizen or landed immigrant between 17 and 21 years of age who has not previously participated in Katimavik (except third trimester replacements, who will be given priority in the following program year, beginning in Year IX).

Participants must also be capable of participating in a program which is physically and psychologically demanding.

Participants are randomly selected and assigned to groups of 12 that are demographically representative of the Canadian population (65% anglophone, 35% francophone; 50% male, 50% female; 11% from the atlantic provinces, 28% from Quebec, 33% from Ontario, 28% from the western provinces and territories). Applicants who are unemployed are given priority in recruitment procedures.

Participants who leave the program in the first six weeks are replaced with others having the same demographic profile (language, sex and residence) whenever possible. After six weeks, participants are replaced based on the project's ability to meet the work requirements.

Sponsors

A sponsor must be any type of not-for-profit organization, be it charitable, service, government, community, etc..., as well as a profit making organization, so long as the project is non-profit in nature.

The criteria for selection of a Katimavik project are as follows:

- The work project must enable the organization to attain an objective that would likely be out of reach without Katimavik's contribution.
- The results must be tangible and of lasting value to the community.
- The work project must provide challenging and stimulating work for the participants.
- The work project must not take work away from the local labour force.

The sponsors are responsible for providing:

- Work projects
  - -On the job supervision.
  - -All necessary tools and materials.
  - -Transportation to and from the worksite (wherever feasible.
  - -Training in skills required to accomplish the job.
  - -A safe and secure worksite.
  - -Adequate public liability insurance.
- Community integration
  - -Participation on the Local Katimavik Committee.

Living Conditions

Katimavik is a residential program which brings the 12 participants and one trained group leader together with local sponsors, in a particular community.

Participants spend three months in each of three different regions of the country. They spend one trimester in an urban setting, e.g. a community with a population greater than 10,000, and in general, the other two in rural or isolated settings. As well, one trimester is spent in a francophone community and the other two in anglophone communities.

Katimavik Projects are selected on the basis of geographical distribution (14% in the atlantic provinces, 29% in Quebec, 29% in Ontario,17.5% in the prairie provinces and Northwest Territories, 10.5% in British Columbia and the Yukon). As well, projects are selected, whenever possible, to form clusters of three, and thus each of the three projects is within 200 km of the other two. The participants in each cluster travel together as much as possible at each rotation.

The conditions of participation in the Katimavik program include obeying all applicable federal and provincial laws, refraining from violent behaviour, and obeying a code of conduct, enforced by the Group Leader, which consists of the following five rules:

1. The use or possession of drugs in violation of the law is prohibited.

2. The abuse of alcohol by participants is prohibited. (All participants must obey the liquor laws of the province in which they are located.)

3. Male and female participants are required to sleep in physically separated quarters.(Katimavik does not permit sexual relations involving participants on the Project site or while engaged in program activities.)

4. Participants may not hitch-hike under any circumstances.

5. Participants are expected to maintain a fair share of the work load in program-related activities and group life demands.

The participants' time is divided between work activities, either at the work project or doing household tasks at the Katimavik house, and learning program activities.

Work Projects

The work projects involve two components. 75% of the work is physical in nature (physical labour such as construction, parks, recreation & civic development, silviculture, etc.) and 25% is non-physical in nature (social service activities such as hospital work, work with the handicapped, research, cataloguing, etc). This split is preferably maintained during each trimester, but at minimum is maintained over the 9 month program for each participant.

Each Katimavik project may consist of one or more sponsors and must provide enough work for the participants for 9 months. This means 208 participant work weeks for anglophone projects and normally 184 participant work weeks for francophone projects due to differences in billeting periods in francophone and anglophone communities.

At the beginning of each trimester, the participants undergo an orientation to familiarize them with the program, the community, the work projects, the work-sites, safety procedures, equipment to be used, skills to be learned, etc.

Participants generally work a 35 to 40 hour week, scheduled to fit within the sponsor's regular work week,(depending on the sponsor, this may include evening and weekend work).

Learning Programs

The learning programs are undertaken as part of and in addition to the work projects described above. They have been designed to help the participants achieve the objectives of the Katimavik Program.

The seven learning programs are:

-Work Skills
-Second Language
-Environmental Awareness
-Socio-cultural Awareness (including billeting)
-Nutrition and Well-being
-Active leisure
-International Awareness

The participants plan their activities through the preparation of individual and group development plans. They also handle all aspects of their activities through participation in learning program implementation committees.

The learning program activities consist of things such as group discussions, workshops, information sessions, discussions with resource persons, field trips, etc. They are supported by resource materials. Most of these activities should be community-based, helping the participants to integrate into the local community.

Military Option

Approximately 10% of participants spend one of their trimesters training with the Canadian Armed Forces. The type of activities that the participants may experience, through both theoretical instruction and practical application, include:

-first aid
-Casualty evacuation
-Use of compass, maps and charts
-Fire fighting
-Parade drill
-Weapon handling
-Safety
-Rappeling
-Bush craft
-Survival
-Active and progressive physical conditioning
-Small vessel operations, including navigation.

QUESTIONNAIRE FOR PARTICIPANTS
OF THE KATIMAVIK PROGRAM ON
THE EFFECTS OF THE PROGRAM

APPENDIX 4

JANUARY 1985

KATIMAVIK

This questionnaire is designed to measure the effects of your stay at Katimavik. Your replies will be very useful to the program sponsors and will help them to improve certain aspects in the future. The questionnaire is STRICTLY CONFIDENTIAL. The code numbers beside each question will be used only to facilitate the analysis of the responses and you will not be identified personally. Please, therefore, express yourself as frankly as possible.

Since you have just completed your third rotation (trimester) at Katimavik and you have not filled out this questionnaire previously, you are asked on the following pages to answer the questions by comparing your present situation (your abilities, your aptitudes, what you know, etc.) with your situation prior to starting at Katimavik (that is, prior to the first trimester or rotation).

How to respond:

It is very easy to fill in your answers to the questionnaire. For most of the questions, it is only necessary to circle ◯ the number which corresponds most closely to your thoughts and feelings. At the top of each page, you will see the alternative replies and their corresponding numbers. Here is an example:

	CHOICE OF ANSWERS				
Question:	Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer
I read French newspapers or magazines.	1	(2)	3	3	9

By circling number 2, the person who answered is telling us that he or she reads newspapers or magazines in French somewhat more often at present as compared to prior to joining Katimavik, but does not consider that he or she does so much more often than before.

Please use this as a model in replying to the questions. Try to respond to ALL of the questions. Do not waste time with questions which cause you to hesitate; make the first simple response which comes into your mind.

You may find it impossible to respond to some of the questions, because you have too little information or because you are not sure you understand the question being asked or because it does not apply to you. In all such cases, circle the number 9 in the last column on the right headed "Can't answer".

If you would like to change a response, black out the number first chosen (●) and circle the number which is your real choice.

THANK YOU FOR YOUR COOPERATION!

1. BACKGROUND INFORMATION

DO NOT WRITE IN THIS SPACE

Card 1

1.1 What is the name of the project in which you are presently a participant? . . . . . _____ (1-4)

1.2 What is the number of your project? . . . . . _____ (5-8)

1.3 Which trimester (rotation) have you just completed? . . . . . 1. First rotation (9)
2. Second rotation
3. Third rotation
4. I left Katimavik
5. Can't answer

1.4 What is your sex? . . . . . 1. Female (10)
2. Male

1.5 What year were you born in? . . . . . 19 ___ (11-12)

1.6 In which province did you reside before coming to Katimavik? (CIRCLE THE APPROPRIATE NUMBER) (13-14)

01. Quebec
02. Ontario
03. New Brunswick
04. Nova Scotia
05. Prince Edward Island
06. Newfoundland
07. Manitoba
08. Alberta
09. Saskatchewan
10. British Columbia
11. Yukon
12. Northwest Territories
99. Can't answer

1.7 What was the approximate size of the community (city, town, village) where you lived before coming to Katimavik? (15)

1. Less than 10,000 inhabitants
2. Between 10,000 and 49,999 inhabitants
3. Between 50,000 and 99,999 inhabitants
4. Between 100,000 and 499,999 inhabitants
5. 500,000 or more inhabitants
9. Can't answer

1.8 To which ethnic or cultural group(s) do you (or your ancestors) belong? (CIRCLE THE APPROPRIATE NUMBER OR NUMBERS)

a) <u>for aboriginal or native people of North America</u>: (16)

1. Inuit
2. Status or Registered Indian
4. Non-status Indian
8. Métis

b) <u>for other participants</u>: (17-19)

001. English
002. French
004. Irish
008. Scottish
016. German
032. Italian
064. Ukrainian
128. Other (specify) _____
999. Can't answer

1.9 What is your education level? (CIRCLE THE APPROPRIATE NUMBER) (20)

1. Highschool not completed
2. Highschool completed
3. Technical Course/Training not completed
4. Technical Course/Training completed
5. Community College or equivalent not completed
6. Community College or equivalent completed
7. University not completed
8. University completed
0. Other (specify) _____
9. Can't answer

1.10 What did you do during the year prior to coming to Katimavik? (CIRCLE MORE THAN ONE NUMBER IF APPROPRIATE) (21-23)

001. Working full-time, with pay
002. Working part-time, with pay
004. Doing non-paid (volunteer) work
008. Attending school full-time
016. Attending school part-time
032. Was unemployed
064. On welfare
128. In the Armed Forces
256. Other (specify) _____
999. Can't answer

1.11 What is the language you use most often? (24)

1. French
2. English
3. Other (specify) _____
9. Can't answer

2. KNOWLEDGE OF CANADA

		Much better than before my stay at Katimavik	Somewhat better than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
2.1	Are you familiar with climatic differences between the regions of Canada?	1	2	3	4	9	(25)
2.2	Are you familiar with the geography of the regions of Canada (major cities, streams, rivers and mountains, population, etc.)?	1	2	3	4	9	(26)
2.3	Are you familiar with the economic differences among the principal regions of Canada (major industries, agricultural products, differences between "rich" and "poor" regions, etc.)?	1	2	3	4	9	(27)
2.4	Are you familiar with the government systems in the different regions of Canada (political parties, how the political system works, main political figures at the federal and provincial levels, etc.)?	1	2	3	4	9	(28)
2.5	Are you familiar with the educational systems in the different regions of Canada (main colleges and universities, etc.)?	1	2	3	4	9	(29)
2.6	Are you familiar with the cultural aspects of Canada and its different regions (typical events such as the Calgary Stampede or the Quebec Winter Carnival, major theatre companies, arts and crafts, etc.)?	1	2	3	4	9	(30)
2.7	Are you familiar with the various ethnic groups which constitute Canada and its regions (approximate proportion of Anglophones and Francophones, Indians and Inuits, main immigrant groups, etc.)?	1	2	3	4	9	(31)
2.8	Generally speaking, how do you rate your degree of knowledge of Canada and its regions?	1	2	3	4	9	(32)

3. LEARNING OF FRENCH

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
3.1	I play group games with friends in French (cards, monopoly, etc.)	1	2	3	4	9	(33)
3.2	I watch French programs on television.	1	2	3	4	9	(34)
3.3	I learn the words of a French song that I really like.	1	2	3	4	9	(35)
3.4	I read French newspapers or magazines.	1	2	3	4	9	(36)
3.5	I read comics in French.	1	2	3	4	9	(37)
3.6	I read books or novels in French.	1	2	3	4	9	(38)
3.7	I listen to French radio stations.	1	2	3	4	9	(39)
3.8	I speak French with one or more friends.	1	2	3	4	9	(40)
3.9	I have to ask people who speak to me in French to repeat what they said in order to understand them.	1	2	3	4	9	(41)

		Much more easily than before my stay at Katimavik	Somewhat more easily than before my stay at Katimavik	The same as before my stay at Katimavik	Less easily than before my stay at Katimavik	Can't answer	
3.10	I am able to ask for information in French from a passerby or from a clerk in a store.	1	2	3	4	9	(42)
3.11	I am able to reply in French to someone who asks me for information in the street or elsewhere.	1	2	3	4	9	(43)
3.12	When I watch a French movie at the theatre or on television, I understand what is being said.	1	2	3	4	9	(44)
3.13	If I am seated at a table where everybody is speaking French, I am able to understand the conversation.	1	2	3	4	9	(45)

		Much more easily than before my stay at Katimavik	Somewhat more easily than before my stay at Katimavik	The same as before my stay at Katimavik	Less easily than before my stay at Katimavik	Can't answer	
3.14	If I am seated at a table where everybody is speaking French, I am able to participate in the conversation.	1	2	3	4	9	(46)
3.15	I am able to read and follow a recipe, directions on how to use a product, etc., written in French.	1	2	3	4	9	(47)
3.16	I am able to say a few simple sentences in French on one common topic (my family, sports, things that I like to do, etc.).	1	2	3	4	9	(48)
3.17	I am able to engage in long discussions or conversations in French.	1	2	3	4	9	(49)

4. SPECIFIC SKILLS

		Much better than before my stay at Katimavik	Somewhat better than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
4.1	Can you chop wood safely with an axe?	1	2	3	4	9	(50)
4.2	Can you sharpen an axe?	1	2	3	4	9	(51)
4.3	Can you sand wooden furniture or wooden panels safely with an electric sander?	1	2	3	4	9	(52)
4.4	Can you install a wood stove (with proper wall and floor shields) safely?	1	2	3	4	9	(53)
4.5	Are you able to properly maintain a chain saw (cleaning the air filter, adjusting the chain tension, etc.)?	1	2	3	4	9	(54)
4.6	Can you repair a leaking faucet?	1	2	3	4	9	(55)
4.7	Can you replace a broken window or window pane?	1	2	3	4	9	(56)

		Much better than before my stay at Katimavik	Somewhat better than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
4.8	Can you repair a plastered wall that needs patching (preparing the surface, mixing the plaster, patching the holes or filling the cracks, etc.)?	1	2	3	4	9	(57)
4.9	Can you build basic wooden furniture (shelves, bed, etc.)?	1	2	3	4	9	(58)
4.10	Do you know how to check smoke detectors, fire extinguishers and other similar appliances in a house or apartment?	1	2	3	4	9	(59)
4.11	Do you know how to expel air from a radiator?	1	2	3	4	9	(60)
4.12	Do you know how to insulate water pipes against cold and frost?	1	2	3	4	9	(61)
4.13	Do you know how to check the condition of a heating system (furnace, conductors, motor, filters, etc.)?	1	2	3	4	9	(62)
4.14	Are you able to manage a budget for home expenses?	1	2	3	4	9	(63)
4.15	Do you know how to maintain a personal accounting book for debits and credits?	1	2	3	4	9	(64)
4.16	Are you able to cook well balanced meals?	1	2	3	4	9	(65)
4.17	Are you able to determine how physically safe a house that is unfamiliar to you is?	1	2	3	4	9	(66)
4.18	Are you able to put together a grocery list for a one week period, taking into account the food supplies that are available and the budget, while trying to minimize food wastage?	1	2	3	4	9	(67)
4.19	Can you make your own bread?	1	2	3	4	9	(68)
4.20	Do you know how to write a resumé about yourself (a curriculum vitae)?	1	2	3	4	9	(69)
4.21	Are you able to draw up a list of your abilities, strengths and weaknesses that can help you in choosing a job or occupation?	1	2	3	4	9	(70)
4.22	Do you know how to go about looking for a job?	1	2	3	4	9	(71)

		Much better than before my stay at Katimavik	Somewhat better than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
4.23	Do you know how to go about determining the types of occupations for which you have the best chances of finding a job?	1	2	3	4	9	(72)
4.24	Do you know how to go about identifying the types of schools which correspond the closest to what you want to do?	1	2	3	4	9	(73)
4.25	Can you teach someone a skill which you possess fully?	1	2	3	4	9	(74)
4.26	Can you take care of special groups such as the elderly, the handicapped, daycare children, etc.?	1	2	3	4	9	(75)

5. GENERAL ABILITIES

		Much more than before my stay at Katimavik	Somewhat more than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
5.1	I am comfortable when I talk to friends that I know quite well.	1	2	3	4	9	(76)
5.2	I am comfortable when I talk to persons that I don't know.	1	2	3	4	9	(77)
5.3	I am comfortable when I talk in a group or at a meeting.	1	2	3	4	9	(78)
5.4	I am comfortable when I talk to superiors (teacher, boss, etc.).	1	2	3	4	9	(79)
5.5	I am comfortable discussing my personal problems with my best friends.	1	2	3	4	9	(80)
							CARD 2
5.6	I follow regulations posted in public places (for example, no smoking, don't walk on the grass, etc.).	1	2	3	4	9	(1-4) (5)
5.7	When I drive, I follow traffic regulations.	1	2	3	4	9	(6)
5.8	When I have an appointment, I am late.	1	2	3	4	9	(7)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
5.9	When someone makes some critical comments about my work, I accept them.	1	2	3	4	9	(8)
5.10	I let myself be distracted when I have homework or work to do.	1	2	3	4	9	(9)
5.11	At school, I study or used to study every day.	1	2	3	4	9	(10)
5.12	If I have a boring and monotonous task to finish, I keep at it until it's done.	1	2	3	4	9	(11)
5.13	If after one or two tries, I don't succeed with what I am trying to do, I drop it.	1	2	3	4	9	(12)
5.14	I lose my patience in games which call for continued attention, such as crosswords or jigsaw puzzles.	1	2	3	4	9	(13)
5.15	When I am learning something that requires a lot of patience, such as a sport or a musical instrument, I have a tendency to become discouraged.	1	2	3	4	9	(14)
5.16	I am willing to work with others in a common project, even if, on my own, I would do things differently.	1	2	3	4	9	(15)
5.17	When I take part in sports or in some competition, it is important to me to win at all costs.	1	2	3	4	9	(16)
5.18	If someone asks me for my help, I am ready to give it, even if it means having to go out of my way somewhat.	1	2	3	4	9	(17)
5.19	I find it easy to work in a team.	1	2	3	4	9	(18)
5.20	I like talking to people who share different views than mine.	1	2	3	4	9	(19)
5.21	I feel that for a group to work well together, everybody has to see things the same way.	1	2	3	4	9	(20)
5.22	I feel that I can learn a lot from people who have lifestyles that are different from mine.	1	2	3	4	9	(21)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
5.23	I get angry when someone criticizes my work.	1	2	3	4	9	(22)
5.24	I am patient when I have to wait in line at the theatre or at the supermarket.	1	2	3	4	9	(23)
5.25	When I am in a new place, I tend to feel lost.	1	2	3	4	9	(24)
5.26	It upsets me when there is a change of professor in the class halfway through the school year or when I have a new boss at work.	1	2	3	4	9	(25)
5.27	Once I have started doing something in a certain way, I find it difficult to change the way I do it.	1	2	3	4	9	(26)
5.28	I like trying all kinds of new dishes.	1	2	3	4	9	(27)
5.29	At school or at work, I do what I am told to do.	1	2	3	4	9	(28)
5.30	In group work, if the leader isn't there, I take his place.	1	2	3	4	9	(29)
5.31	When a problem arises in a group situation, I try very hard to find a solution.	1	2	3	4	9	(30)
5.32	When someone is sick or needs help, I take steps to help him (her), rather than asking somebody else to look after it.	1	2	3	4	9	(31)
5.33	If I want to buy something special (such as a stereo or a motorcycle), I manage to save money in order to do it.	1	2	3	4	9	(32)
5.34	When I go to the supermarket, I make a shopping list ahead of time.	1	2	3	4	9	(33)
5.35	When I set myself a goal, I determine beforehand the steps that it will require in order to reach it.	1	2	3	4	9	(34)
5.36	I start doing something, but realize halfway through it that it can't be done.	1	2	3	4	9	(35)
5.37	When I go on a long trip, I prepare a schedule of places I want to visit and what days I want to get there.	1	2	3	4	9	(36)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
5.38	If I see somebody that is loaded with parcels, I offer to help if I am going in the same direction.	1	2	3	4	9	(37)
5.39	On the bus, I give my seat to older or to handicapped persons.	1	2	3	4	9	(38)
5.40	If I find something (gloves, keys, a wallet) that somebody left on the bus, in the bank, etc., I give it to someone in charge.	1	2	3	4	9	(39)
5.41	When I am asked to do some volunteer work for some charitable organization, or to provide assistance in a hospital, relief centre, etc., I agree to do it.	1	2	3	4	9	(40)
5.42	In winter, I offer to shovel snow for neighbours who can't do it (such as, older persons), without expecting to be paid for it.	1	2	3	4	9	(41)
5.43	If the community where I live organizes a special event and needs volunteers, I offer my services.	1	2	3	4	9	(42)
5.44	I keep informed about local news and activities.	1	2	3	4	9	(43)
5.45	I try to help persons in my community who need assistance, such as older or handicapped persons or very poor people.	1	2	3	4	9	(44)
5.46	If there is some disaster in my community, such as a fire or a flood, I am ready to offer my assitance.	1	2	3	4	9	(45)

6. NUTRITION, WELL-BEING AND LEISURE

		Somewhat more often than before my stay Katimavik	The same as before my stay at Katimavik	Somewhat less often than before my stay at Katimavik	Much less often than before my stay at Katimavik	Can't answer	
6.1	I eat snacks such as potato chips, pop corn, etc.	1	2	3	4	9	(46)
6.2	I drink soft drinks (Coke, Seven-up, etc.).	1	2	3	4	9	(47)
6.3	I drink alcohol.	1	2	3	4	9	(48)
6.4	I eat sugared cereals (Honey Comb, Fruit Loops, etc).	1	2	3	4	9	(49)
6.5	I eat canned food.	1	2	3	4	9	(50)
		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
6.6	I eat yogurt or cheese.	1	2	3	4	9	(51)
6.7	I eat fish.	1	2	3	4	9	(52)
6.8	I eat fresh vegetables.	1	2	3	4	9	(53)
6.9	I eat fresh fruit.	1	2	3	4	9	(54)
6.10	I drink milk.	1	2	3	4	9	(55)
6.11	I eat three meals a day.	1	2	3	4	9	(56)
6.12	I nibble between meals or before going to bed.	1	2	3	4	9	(57)
6.13	I eat balanced meals at home (proteins, dairy products, fruit, vegetables, etc.).	1	2	3	4	9	(58)
6.14	When I buy groceries, I read the labels or packaging for ingredients.	1	2	3	4	9	(59)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
6.15	At the beginning of each week, I prepare or help in preparing a menu for the week.	1	2	3	4	9	(60)
6.16	I read the ads for grocery specials.	1	2	3	4	9	(61)
6.17	I set up a budget for buying food.	1	2	3	4	9	(62)
6.18	I eat balanced meals (proteins, dairy products, fruit, vegetables, etc.) when I go to a restaurant.	1	2	3	4	9	(63)
6.19	I smoke cigarettes.	1	2	3	4	9	(64)
6.20	I get enough sleep so as not to be tired during the day.	1	2	3	4	9	(65)
6.21	I do physical exercise.	1	2	3	4	9	(66)
6.22	I practice summer sports.	1	2	3	4	9	(67)
6.23	I practice winter sports.	1	2	3	4	9	(68)
6.24	When I have some leisure time, I prefer settled activities (watching television, playing cards, talking to friends) to physical activities (sports, etc.).	1	2	3	4	9	(69)
6.25	I go to the doctor for check-ups.	1	2	3	4	9	(70)
6.26	I am involved in organizing sports or physical conditioning activities.	1	2	3	4	9	(71)
		Much better than before my stay at Katimavik	Somewhat better than before my stay at Katimavik	The same as before my stay at Katimavik	Less than before my stay at Katimavik	Can't answer	
6.27	I am familiar enough with the basic rules of good nutrition to be able to explain them to someone else.	1	2	3	4	9	(72)
6.28	I am familiar enough with the basic principles of good physical fitness to be able to explain them to someone else.	1	2	3	4	9	(73)

7. ENVIRONMENTAL AWARENESS

		Agree totally	Agree more or less	Disagree more or less	Disagree totally	Can't answer	
7.1	We should clean out the dead trees and dead leaves of our forests.	1	2	3	4	9	(74)
7.2	I think we do not need to save paper because Canada has the greatest forests in the world.	1	2	3	4	9	(75)
7.3	It would be better for us and the forestry ecosystem if we destroyed certain insects such as mosquitoes and black flies.	1	2	3	4	9	(76)
7.4	Governments should reduce the commercial exploitation of our forests to a minimum.	1	2	3	4	9	(77)
7.5	Solar energy is not of much use in the Canadian climate.	1	2	3	4	9	(78)
7.6	My opinions and those of my family exert an important influence on government, with regard to resource utilization (water, forests, etc.), pollution, nuclear energy, etc.	1	2	3	4	9	(79)
7.7	Given the large quantities of energy which Canada has (oil, natural gas, hydro-electric power, etc.), energy conservation is not that essential.	1	2	3	4	9	(80)
							CARD 3 (1-4)
7.8	Governments should eliminate swamps because they contain many dead trees.	1	2	3	4	9	(5)
7.9	I think that my efforts to save paper are useless because everybody else is wasting it.	1	2	3	4	9	(6)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
7.10	I use both sides of a sheet of paper when writing or drawing.	1	2	3	4	9	(7)
7.11	I re-use certain objects such as plastic cups or containers and glass jars.	1	2	3	4	9	(8)
7.12	I use used wood to construct new things.	1	2	3	4	9	(9)
7.13	I save newspapers and magazines and give them to the recycling company.	1	2	3	4	9	(10)
7.14	I check for unnecessarily running taps.	1	2	3	4	9	(11)
7.15	I refuse to buy products from companies which have been found guilty of pollution.	1	2	3	4	9	(12)
7.16	I avoid using electric equipment during peak hours.	1	2	3	4	9	(13)

8. INTERNATIONAL AWARENESS

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
8.1	I read international news or reports in newspapers or magazines.	1	2	3	4	9	(14)
8.2	I watch television programs on international issues.	1	2	3	4	9	(15)
8.3	I give money to international aid organizations such as UNICEF, OXFAM, CARE Canada, etc.	1	2	3	4	9	(16)
8.4	When an important world event occurs (middle-eastern crisis, famine in Ethiopia, martial law in Poland, etc.), I try to get more information on that event.	1	2	3	4	9	(17)
8.5	I eat food from other countries (Chinese, Greek, Lebanese, etc.).	1	2	3	4	9	(18)
8.6	I cook dishes from other countries.	1	2	3	4	9	(19)

		Much more often than before my stay at Katimavik	Somewhat more often than before my stay at Katimavik	The same as before my stay at Katimavik	Less often than before my stay at Katimavik	Can't answer	
8.7	I listen to music from other countries (other than American, French or British music), such as Greek, Asian, African or Ukrainian music, etc.	1	2	3	4	9	(20)
8.8	I go to shows that have performers from other countries (other than American, British or French), such as Chinese acrobats, Ukrainian dancers, African singers or musicians, etc.	1	2	3	4	9	(21)

9. OVERALL ASSESSMENT

Do you believe that your experience in Katimavik has been or will be useful:		Very useful	Useful	Not very useful	Not at all useful	Can't answer	
9.1	to prepare you for the job market	1	2	3	4	9	(22)
9.2	to assist you in your studies	1	2	3	4	9	(23)
9.3	to help you to chouse a job or career	1	2	3	4	9	(24)
9.4	to better know your own strengths and weaknesses	1	2	3	4	9	(25)
9.5	to set objectives in your daily life	1	2	3	4	9	(26)
9.6	to be active in groups or community activities	1	2	3	4	9	(27)
9.7	to get along with what you have available (money, equipment, etc.)	1	2	3	4	9	(28)
9.8	to increase your knowledge span	1	2	3	4	9	(29)
9.9	to know and appreciate more Canada	1	2	3	4	9	(30)
9.10	to learn to speak French better	1	2	3	4	9	(31)

	Very useful	Useful	Not very useful	Not at all useful	Can't answer	
9.11 to get to know better Canadians from other regions in the country	1	2	3	4	9	(32)
9.12 to increase your self-sufficiency in life.	1	2	3	4	9	(33)

	Very many	Many	A few	None at all	Can't answer	
9.13 Do you think you will encounter (or have you encountered) difficulties when you return home (or when you returned home) after your stay in Katimavik?	1	2	3	4	9	(34)

9.14 Has your stay in Katimavik had other effects (negative or positive)? If so, please describe them below:

(35)

END OF QUESTIONNAIRE. THANK YOU ONCE AGAIN FOR YOUR COOPERATION!

(36-37)

APPENDIX 4

EFFECTS QUESTIONNAIRE RESULTS-YEAR B

	ANSWERS					PERCENTAGE					STATS		
QUESTION	No.1	No.2	No.3	No.4	No.9	ANS1	ANS2	ANS3	ANS4	ANS9	AVG	STD	VAR
KNOWLEDGE OF CANADA													
201	524	508	272	18	31	38.73%	37.55%	20.10%	1.33%	2.29%	1.84	0.79	0.63
202	348	616	332	20	37	25.72%	45.53%	24.54%	1.48%	2.73%	2.02	0.76	0.58
203	359	569	352	15	58	26.53%	42.05%	26.02%	1.11%	4.29%	2.02	0.77	0.60
204	159	444	611	57	82	11.75%	32.82%	45.16%	4.21%	6.06%	2.45	0.77	0.59
205	292	596	371	22	72	21.58%	44.05%	27.42%	1.63%	5.32%	2.10	0.76	0.58
206	351	632	296	23	51	25.94%	46.71%	21.88%	1.70%	3.77%	1.99	0.75	0.57
207	337	616	331	26	43	24.91%	45.53%	24.46%	1.92%	3.18%	2.04	0.77	0.59
TOTAL	2370	3981	2565	181	374	25.02%	42.03%	27.08%	1.91%	3.95%	2.06	0.79	0.62
208	433	692	172	14	42	32.00%	51.15%	12.71%	1.03%	3.10%	1.82	0.69	0.47
USE OF SECOND LANGUAGE													
301	468	458	260	75	92	34.59%	33.85%	19.22%	5.54%	6.80%	1.95	0.90	0.81
302	494	351	279	85	144	36.51%	25.94%	20.62%	6.28%	10.64%	1.96	0.96	0.92
303	491	365	318	59	120	36.29%	26.98%	23.50%	4.36%	8.87%	1.96	0.92	0.85
304	441	436	304	73	99	32.59%	32.22%	22.47%	5.40%	7.32%	2.01	0.91	0.83
305	386	355	383	85	144	28.53%	26.24%	28.31%	6.28%	10.64%	2.14	0.95	0.90
306	194	228	633	108	190	14.34%	16.85%	46.78%	7.98%	14.04%	2.56	0.87	0.77
307	539	405	270	61	78	39.84%	29.93%	19.96%	4.51%	5.76%	1.88	0.90	0.81
308	658	339	195	71	90	48.63%	25.06%	14.41%	5.25%	6.65%	1.75	0.91	0.84
309	183	218	150	698	104	51.59%	11.09%	16.11%	13.53%	7.69%	1.91	1.15	1.31
TOTAL	4369	3087	2860	800	1061	35.88%	25.35%	23.49%	6.57%	8.71%	2.01	0.97	0.94
UNDERSTANDING OF SECOND LANGUAGE													
310	733	342	165	42	71	54.18%	25.28%	12.20%	3.10%	5.25%	1.62	0.83	0.69
311	604	395	222	40	92	44.64%	29.19%	16.41%	2.96%	6.80%	1.76	0.85	0.72
312	510	526	205	37	75	37.69%	38.88%	15.15%	2.73%	5.54%	1.82	0.80	0.64
313	574	487	179	37	76	42.42%	35.99%	13.23%	2.73%	5.62%	1.75	0.80	0.64
314	500	486	238	46	83	36.95%	35.92%	17.59%	3.40%	6.13%	1.87	0.84	0.71
315	620	384	221	42	86	45.82%	28.38%	16.33%	3.10%	6.36%	1.75	0.86	0.73
316	796	294	163	34	66	2.51%	12.05%	21.73%	55.83%	4.88%	3.44	0.81	0.66
317	474	352	360	47	120	3.47%	26.61%	26.02%	35.03%	8.87%	3.02	0.91	0.83
TOTAL	3622	3143	1876	1514	669	33.46%	29.04%	17.33%	13.99%	6.18%	2.13	1.06	1.12
USE OF SMALL TOOLS													
401	386	286	590	20	71	28.53%	21.14%	43.61%	1.48%	5.25%	2.19	0.89	0.79
402	252	214	692	20	175	18.63%	15.82%	51.15%	1.48%	12.93%	2.41	0.84	0.70
403	298	194	659	15	187	22.03%	14.34%	48.71%	1.11%	13.82%	2.34	0.87	0.76
404	97	101	634	53	468	7.17%	7.46%	46.86%	3.92%	34.59%	2.73	0.73	0.54
405	258	196	547	37	315	19.07%	14.49%	40.43%	2.73%	23.28%	2.35	0.89	0.80

EFFECTS QUESTIONNAIRE RESULTS-YEAR 8

409	432	421	402	23	75	31.93%	31.12%	29.71%	1.70%	5.54%	2.01	0.85	0.72
TOTAL	1723	1412	3524	168	1291	21.22%	17.39%	43.41%	2.07%	15.90%	2.31	0.88	0.77
DOMESTIC SKILLS													
406	124	158	726	39	306	9.16%	11.68%	53.66%	2.88%	22.62%	2.65	0.73	0.54
407	194	211	686	28	234	14.34%	15.59%	50.70%	2.07%	17.29%	2.49	0.80	0.65
408	399	292	531	24	107	29.49%	21.58%	39.25%	1.77%	7.91%	2.14	0.90	0.80
410	298	364	566	21	104	22.03%	26.90%	41.83%	1.55%	7.69%	2.25	0.84	0.70
411	74	79	708	53	439	5.47%	5.84%	52.33%	3.92%	32.45%	2.81	0.66	0.43
412	112	159	701	44	337	8.28%	11.75%	51.81%	3.25%	24.91%	2.67	0.73	0.53
413	62	101	718	56	416	4.58%	7.46%	53.07%	4.14%	30.75%	2.82	0.63	0.40
419	1001	185	112	27	28	73.98%	13.67%	8.28%	2.00%	2.07%	1.37	0.72	0.52
TOTAL	2264	1549	4748	292	1971	20.92%	14.31%	43.87%	2.70%	18.21%	2.35	0.90	0.80
HOUSE MANAGEMENT SKILLS													
414	550	425	290	34	54	40.65%	31.41%	21.43%	2.51%	3.99%	1.85	0.85	0.73
415	260	286	622	41	144	19.22%	21.14%	45.97%	3.03%	10.64%	2.37	0.85	0.73
416	689	406	211	21	26	50.92%	30.01%	15.59%	1.55%	1.92%	1.67	0.80	0.63
417	321	437	434	25	136	23.73%	32.30%	32.08%	1.85%	10.05%	2.13	0.83	0.68
418	808	344	160	20	21	59.72%	25.42%	11.83%	1.48%	1.55%	1.54	0.76	0.58
TOTAL	2628	1898	1717	141	381	38.85%	28.06%	25.38%	2.08%	5.63%	1.90	0.87	0.76
JOB SEARCH SKILLS													
420	442	408	422	28	53	32.67%	30.16%	31.19%	2.07%	3.92%	2.03	0.87	0.75
421	428	508	343	18	56	31.63%	37.55%	25.35%	1.33%	4.14%	1.96	0.81	0.65
422	371	448	478	21	35	27.42%	33.11%	35.33%	1.55%	2.59%	2.11	0.83	0.70
423	289	496	476	32	60	21.36%	36.66%	35.18%	2.37%	4.43%	2.19	0.81	0.65
424	239	396	606	30	82	17.66%	29.27%	44.79%	2.22%	6.06%	2.34	0.80	0.65
TOTAL	1769	2256	2325	129	286	26.15%	33.35%	34.37%	1.91%	4.23%	2.13	0.83	0.70
425	398	474	400	15	66	29.42%	35.03%	29.56%	1.11%	4.88%	2.02	0.82	0.67
426	572	336	335	33	77	42.28%	24.83%	24.76%	2.44%	5.69%	1.87	0.89	0.80
COMMUNICATION													
501	471	302	520	32	28	34.81%	22.32%	38.43%	2.37%	2.07%	2.09	0.92	0.84
502	478	535	275	38	27	35.33%	39.54%	20.33%	2.81%	2.00%	1.90	0.82	0.67
503	450	506	313	47	37	33.26%	37.40%	23.13%	3.47%	2.73%	1.97	0.85	0.72
504	456	467	370	27	33	33.70%	34.52%	27.35%	2.00%	2.44%	1.98	0.84	0.71
505	440	298	521	49	45	32.52%	22.03%	38.51%	3.62%	3.33%	2.14	0.93	0.87
TOTAL	2295	2108	1999	193	170	33.92%	31.16%	29.55%	2.85%	2.51%	2.01	0.88	0.77
DISCIPLINE													
506	223	223	819	50	38	16.48%	16.48%	60.53%	3.70%	2.81%	2.53	0.82	0.66
507	129	100	735	27	362	9.53%	7.39%	54.32%	2.00%	26.76%	2.67	0.73	0.54
508	43	86	674	355	195	26.24%	49.82%	6.36%	3.18%	14.41%	1.84	0.71	0.50
509	249	504	483	71	46	18.40%	37.25%	35.70%	5.25%	3.40%	2.29	0.83	0.69

EFFECTS QUESTIONNAIRE RESULTS-YEAR 8

523	44	80	525	604	100	44.64%	38.80%	5.91%	3.25%	7.39%	1.65	0.75	0.57
529	157	242	745	73	136	11.60%	17.89%	55.06%	5.40%	10.05%	2.60	0.79	0.62
TOTAL	1717	2268	2948	308	877	21.15%	27.94%	36.31%	3.79%	10.80%	2.26	0.87	0.75
PERSEVERANCE													
510	45	123	682	384	119	28.38%	50.41%	9.09%	3.33%	8.80%	1.86	0.73	0.54
511	77	100	557	113	506	5.69%	7.39%	41.17%	8.35%	37.40%	2.83	0.77	0.59
512	278	411	519	60	85	20.55%	30.38%	38.36%	4.43%	6.28%	2.28	0.86	0.74
513	40	84	499	592	138	43.75%	36.88%	6.21%	2.96%	10.20%	1.65	0.75	0.56
514	38	89	688	377	161	27.86%	50.85%	6.58%	2.81%	11.90%	1.82	0.70	0.49
515	52	94	580	507	120	37.47%	42.87%	6.95%	3.84%	8.87%	1.75	0.77	0.59
TOTAL	2215	2960	1466	348	1129	27.29%	36.46%	18.06%	4.29%	13.91%	1.99	0.85	0.73
COOPERATION													
516	282	472	428	88	83	20.84%	34.89%	31.63%	6.50%	6.13%	2.25	0.88	0.77
517	55	85	673	355	185	26.24%	49.74%	6.28%	4.07%	13.67%	1.86	0.74	0.55
518	340	436	463	56	58	25.13%	32.22%	34.22%	4.14%	4.29%	2.18	0.87	0.76
519	307	473	410	99	64	22.69%	34.96%	30.30%	7.32%	4.73%	2.23	0.90	0.81
TOTAL	1284	2054	1386	298	390	23.73%	37.95%	25.61%	5.51%	7.21%	2.14	0.87	0.75
TOLERANCE													
520	370	420	448	52	63	27.35%	31.04%	33.11%	3.84%	4.66%	2.14	0.88	0.78
521	109	160	442	359	283	26.53%	32.67%	11.83%	8.06%	20.92%	2.02	0.94	0.89
522	651	345	264	36	57	48.12%	25.50%	19.51%	2.66%	4.21%	1.76	0.87	0.76
TOTAL	1380	1207	872	197	403	34.00%	29.74%	21.48%	4.85%	9.93%	1.97	0.91	0.83
ADAPTABILITY													
523	44	80	525	604	100	44.64%	38.80%	5.91%	3.25%	7.39%	1.65	0.75	0.57
524	181	227	784	92	69	13.38%	16.78%	57.95%	6.80%	5.10%	2.61	0.81	0.01%
525	58	90	430	683	92	50.48%	31.78%	6.65%	4.29%	6.80%	1.62	0.81	0.65
526	39	54	625	294	341	21.73%	46.19%	3.99%	2.88%	25.20%	1.84	0.69	0.47
527	61	110	606	461	115	34.07%	44.79%	8.13%	4.51%	8.50%	1.82	0.79	0.62
528	482	368	376	61	66	35.62%	27.20%	27.79%	4.51%	4.88%	2.01	0.93	0.86
529	157	242	745	73	136	11.60%	17.89%	55.06%	5.40%	10.05%	2.60	0.79	0.62
TOTAL	2862	3023	2239	428	919	30.22%	31.92%	23.64%	4.52%	9.70%	2.03	0.89	0.80
INITIATIVE													
530	127	297	549	74	306	9.39%	21.95%	40.58%	5.47%	22.62%	2.54	0.79	0.63
531	292	460	432	52	117	21.58%	34.00%	31.93%	3.84%	8.65%	2.20	0.85	0.72
532	302	445	502	30	74	22.32%	32.89%	37.10%	2.22%	5.47%	2.20	0.83	0.68
TOTAL	721	1202	1483	156	497	17.76%	29.61%	36.54%	3.84%	12.24%	2.30	0.84	0.70
PLANNING													
533	221	294	646	50	142	16.33%	21.73%	47.75%	3.70%	10.50%	2.43	0.83	0.69
534	458	325	460	26	84	33.85%	24.02%	34.00%	1.92%	6.21%	2.04	0.90	0.80
535	279	436	501	34	103	20.62%	32.22%	37.03%	2.51%	7.61%	2.23	0.82	0.68

EFFECTS QUESTIONNAIRE RESULTS-YEAR 8

536	55	133	620	317	228	23.43%	45.82%	9.83%	4.07%	16.85%	1.93	0.77	0.59
537	216	325	559	66	187	15.96%	24.02%	41.32%	4.88%	13.82%	2.41	0.85	0.73
TOTAL	1491	2000	2299	231	744	22.04%	29.56%	33.98%	3.41%	11.00%	2.21	0.86	0.74
VOLUNTEERISM													
538	213	326	682	21	111	15.74%	24.09%	50.41%	1.55%	8.20%	2.41	0.79	0.62
539	206	187	824	20	116	15.23%	13.82%	60.90%	1.48%	8.57%	2.53	0.78	0.61
540	162	146	888	35	122	11.97%	10.79%	65.63%	2.59%	9.02%	2.65	0.74	0.55
541	298	388	495	41	131	22.03%	28.69%	36.59%	3.03%	9.68%	2.23	0.85	0.73
542	155	241	699	32	226	11.46%	17.81%	51.66%	2.37%	16.70%	2.54	0.76	0.58
543	205	339	570	39	200	15.15%	25.06%	42.13%	2.88%	14.78%	2.38	0.81	0.66
TOTAL	1239	1627	4158	188	906	15.26%	20.04%	51.22%	2.32%	11.16%	2.46	0.80	0.64
COMMUNITY NEEDS													
544	185	361	584	103	120	13.67%	26.68%	43.16%	7.61%	8.87%	2.49	0.85	0.72
545	185	289	649	35	195	13.67%	21.36%	47.97%	2.59%	14.41%	2.46	0.79	0.63
546	256	299	577	27	194	18.92%	22.10%	42.65%	2.00%	14.34%	2.32	0.84	0.71
TOTAL	626	949	1810	165	509	15.42%	23.38%	44.59%	4.07%	12.54%	2.43	0.83	0.69
POOR NUTRITIONAL PRACTICES													
601	216	325	329	426	57	15.96%	24.02%	24.32%	31.49%	4.21%	2.74	1.09	1.18
602	151	344	331	467	60	11.16%	25.42%	24.46%	34.52%	4.43%	2.86	1.04	1.08
603	342	413	263	239	96	25.28%	30.52%	19.44%	17.66%	7.10%	2.32	1.07	1.14
604	61	306	229	647	110	4.51%	22.62%	16.93%	47.82%	8.13%	3.18	0.97	0.93
605	81	316	315	566	75	5.99%	23.36%	23.28%	41.83%	5.54%	3.07	0.97	0.94
TOTAL	851	1704	1467	2345	398	12.58%	25.19%	21.69%	34.66%	5.88%	2.83	1.07	1.14
GOOD NUTRITIONAL PRACTICES													
606	414	344	436	102	57	30.60%	25.42%	32.22%	7.54%	4.21%	2.17	0.97	0.94
607	298	324	505	150	76	22.03%	23.95%	37.32%	11.09%	5.62%	2.40	0.97	0.94
608	430	335	462	82	44	31.78%	24.76%	34.15%	6.06%	3.25%	2.15	0.95	0.91
609	410	316	493	92	42	30.30%	23.36%	36.44%	6.80%	3.10%	2.20	0.96	0.93
610	236	158	514	379	66	17.44%	11.68%	37.99%	28.01%	4.88%	2.80	1.05	1.11
TOTAL	1788	1477	2410	805	285	26.43%	21.83%	35.62%	11.90%	4.21%	2.34	1.01	1.03
SHOPPING PRACTICES													
611	323	260	603	109	58	23.87%	19.22%	44.57%	8.06%	4.29%	2.38	0.95	0.90
612	115	181	538	457	62	33.78%	39.76%	13.38%	8.50%	4.58%	1.96	0.92	0.85
613	262	276	577	110	128	19.36%	20.40%	42.65%	8.13%	9.46%	2.44	0.92	0.85
614	293	381	479	80	120	21.66%	28.16%	35.40%	5.91%	8.87%	2.28	0.90	0.81
615	350	387	390	55	171	25.87%	28.60%	28.82%	4.07%	12.64%	2.13	0.89	0.80
616	218	329	591	90	125	16.11%	24.32%	43.68%	6.65%	9.24%	2.45	0.87	0.75
617	339	369	442	47	156	25.06%	27.27%	32.67%	3.47%	11.53%	2.16	0.88	0.78
618	219	270	649	74	141	16.19%	19.96%	47.97%	5.47%	10.42%	2.48	0.86	0.73
TOTAL	2461	2810	3912	680	961	22.74%	25.96%	36.14%	6.28%	8.88%	2.29	0.92	0.84

EFFECTS QUESTIONNAIRE RESULTS-YEAR B

FITNESS & HEALTH PRACTICES												
619	193	145	495	168	352	12.42%	36.59%	10.72%	14.26%	26.02%	2.36	0.98	0.95
620	139	225	546	370	73	10.27%	16.63%	40.35%	27.35%	5.40%	2.90	0.94	0.89
621	201	313	477	296	66	14.86%	23.13%	35.25%	21.88%	4.88%	2.67	1.00	0.99
622	170	219	620	226	118	12.56%	16.19%	45.82%	16.70%	8.72%	2.73	0.92	0.84
623	178	265	550	247	113	13.16%	19.59%	40.65%	18.26%	8.35%	2.70	0.95	0.90
625	75	165	816	158	139	5.54%	12.20%	60.31%	11.68%	10.27%	2.87	0.70	0.50
626	126	240	672	116	199	9.31%	17.74%	49.67%	8.57%	14.71%	2.67	0.80	0.64
TOTAL	1057	1922	3826	1606	1060	11.16%	20.29%	40.40%	16.96%	11.19%	2.71	0.92	0.84
624	90	141	635	362	125	6.65%	10.42%	46.93%	26.76%	9.24%	3.03	0.84	0.70
627	280	551	421	27	74	20.69%	40.72%	31.12%	2.00%	5.47%	2.15	0.78	0.61
628	183	447	617	29	77	13.53%	33.04%	45.60%	2.14%	5.69%	2.39	0.75	0.57
ENVIRONMENTAL AWARENESS												
701	247	338	226	367	175	18.26%	24.98%	16.70%	27.12%	12.93%	2.61	1.13	1.28
702	56	87	207	922	81	68.14%	15.30%	6.43%	4.14%	5.99%	1.43	0.80	0.65
703	94	156	309	585	209	43.24%	22.84%	11.53%	6.95%	15.45%	1.79	0.97	0.93
704	461	371	200	93	228	34.07%	27.42%	14.78%	6.87%	16.85%	1.93	0.96	0.91
705	51	153	364	536	249	3.77%	11.31%	26.90%	39.62%	18.40%	3.25	0.86	0.74
706	115	307	292	199	440	8.50%	22.69%	21.58%	14.71%	32.52%	2.63	0.96	0.92
707	37	68	187	911	150	67.33%	13.82%	5.03%	2.73%	11.09%	1.36	0.73	0.53
708	39	103	233	751	227	2.88%	7.61%	17.22%	55.51%	16.78%	3.51	0.80	0.64
709	110	143	285	669	146	49.45%	21.06%	10.57%	8.13%	10.79%	1.75	0.99	0.97
TOTAL	4000	2260	1769	2243	1905	32.85%	18.56%	14.53%	18.42%	15.64%	2.22	1.18	1.39
CONSERVATION PRACTICES												
710	221	275	733	52	72	16.33%	20.33%	54.18%	3.84%	5.32%	2.48	0.82	0.68
711	318	356	566	43	70	23.50%	26.31%	41.83%	3.18%	5.17%	2.26	0.87	0.76
712	246	335	551	39	182	18.18%	24.76%	40.72%	2.88%	13.45%	2.33	0.84	0.71
713	186	274	613	72	208	13.75%	20.25%	45.31%	5.32%	15.37%	2.50	0.84	0.70
714	218	287	703	52	93	16.11%	21.21%	51.96%	3.84%	6.87%	2.47	0.82	0.68
715	119	176	641	50	367	8.80%	13.01%	47.38%	3.70%	27.12%	2.63	0.76	0.58
716	67	101	800	58	327	4.95%	7.46%	59.13%	4.29%	24.17%	2.83	0.62	0.39
TOTAL	1375	1804	4607	366	1319	14.52%	19.05%	48.64%	3.86%	13.93%	2.49	0.82	0.68
AWARENESS OF INTERNATIONAL PROBLEMS												
801	235	352	558	123	85	17.37%	26.02%	41.24%	9.09%	6.28%	2.45	0.90	0.81
802	181	261	489	264	158	13.38%	19.29%	36.14%	19.51%	11.68%	2.70	0.98	0.95
803	83	144	725	137	264	6.13%	10.64%	53.58%	10.13%	19.51%	2.84	0.73	0.54
804	144	306	634	85	184	10.64%	22.62%	46.86%	6.28%	13.60%	2.56	0.80	0.64
TOTAL	643	1063	2406	609	691	11.88%	19.64%	44.46%	11.25%	12.77%	2.63	0.87	0.76
INTEREST IN OTHER CULTURES												
805	272	349	455	74	203	20.10%	25.79%	33.63%	5.47%	15.00%	2.29	0.90	0.81
806	249	378	444	56	226	18.40%	27.94%	32.82%	4.14%	16.70%	2.27	0.86	0.74

EFFECTS QUESTIONNAIRE RESULTS-YEAR 8

B07	142	278	633	103	197	10.50%	20.55%	46.78%	7.61%	14.56%	2.60	0.81	0.66
B08	113	240	662	100	238	8.35%	17.74%	48.93%	7.39%	17.59%	2.67	0.78	0.60
TOTAL	476	1245	2194	333	864	14.34%	23.00%	40.54%	6.15%	15.96%	2.46	0.86	0.74
OVERALL VIEW OF KATIMAVIK													
901	550	619	107	27	50	40.65%	45.75%	7.91%	2.00%	3.70%	1.70	0.71	0.50
902	418	605	210	50	70	30.89%	44.72%	15.52%	3.70%	5.17%	1.92	0.80	0.64
903	501	544	199	51	58	37.03%	40.21%	14.71%	3.77%	4.29%	1.85	0.82	0.67
904	719	517	62	11	44	53.14%	38.21%	4.58%	0.81%	3.25%	1.51	0.63	0.39
905	551	589	135	20	58	40.72%	43.53%	9.98%	1.48%	4.29%	1.71	0.71	0.51
906	532	587	142	24	68	39.32%	43.39%	10.50%	1.77%	5.03%	1.73	0.73	0.53
907	710	481	91	16	55	52.48%	35.55%	6.73%	1.18%	4.07%	1.55	0.68	0.46
908	629	549	108	18	49	46.49%	40.58%	7.98%	1.33%	3.62%	1.63	0.69	0.48
909	721	494	81	13	44	53.29%	36.51%	5.99%	0.96%	3.25%	1.53	0.66	0.43
910	778	355	119	30	71	57.50%	26.24%	8.80%	2.22%	5.25%	1.53	0.76	0.57
911	755	459	74	11	54	55.80%	33.92%	5.47%	0.81%	3.99%	1.49	0.64	0.41
912	706	469	82	23	73	52.18%	34.66%	6.06%	1.70%	5.40%	1.55	0.70	0.48
TOTAL	7570	6268	1410	294	694	46.62%	38.61%	8.68%	1.81%	4.27%	1.64	0.72	0.52
913	133	256	607	208	149	9.83%	18.92%	44.86%	15.37%	11.01%	2.74	0.87	0.76

Katimavik

QUESTIONNAIRE FOR PARTICIPANTS OF THE KATIMAVIK PROGRAM ON THE DELIVERY OF THE PROGRAM

APPENDIX 5

JANUARY 1985

KATIMAVIK

This questionnaire offers you the opportunity to say what you think and how you reacted to various elements of the Katimavik program. Your replies will be very useful to the program sponsors and will help them to improve certain aspects in the future. The questionnaire is STRICTLY CONFIDENTIAL. The code numbers beside each question will be used only to facilitate the analysis of the responses and you will not be identified personally. Please, therefore, express yourself as frankly as possible.

Note that your answers should be based only on the trimester (rotation) that you just completed and not on the totality of your stay at Katimavik.

How to respond:

It is very easy to fill in your answers to the questionnaire. For most of the questions, it is only necessary to circle (◯) the number which corresponds most closely to your thoughts and feelings. At the top of each page, you will see the alternative replies and their corresponding numbers. Here is an example:

	CHOICE OF ANSWERS				
Question:	Very clean	Clean	More or less clean	Dirty	Can't answer
When I arrived at the project site, the Katimavik residence was:	1	(2)	3	4	9

In circling number 2, the individual is indicating that upon his or her arrival, he or she found the Katimavik residence to be clean but not very clean.

Please use this as a model in replying to the questions. Try to respond to ALL of the questions. Do not waste time with questions which cause you to hesitate; make the first simple response which comes into your mind.

You may find it impossible to respond to some of the questions, because you have too little information or because you are not sure you understand the question being asked or because it does not apply to you. In all such cases, circle the number 9 in the last column on the right headed "Can't answer".

If you would like to change a response [illegible] er first chosen (◯) and circle the number which is your real choice.

THANK YOU FOR YOUR COOPERATION!

I. BACKGROUND INFORMATION

DO NOT WRITE IN THIS SPACE

Card 1

I.1 What is the name of the project in which you are presently a participant? (1-4)

I.2 What is the number of your project? (5-8)

I.3 Which trimester (rotation) have you just completed? (9)

1. First rotation
2. Second rotation
3. Third rotation
4. I left Katimavik
5. Can't answer

I.4 What is your sex? (10)

1. Female
2. Male

I.5 What year were you born in? 19 (11-12)

I.6 In which province did you reside before coming to Katimavik? (CIRCLE THE APPROPRIATE NUMBER) (13-14)

01. Quebec
02. Ontario
03. New Brunswick
04. Nova Scotia
05. Prince Edward Island
06. Newfoundland
07. Manitoba
08. Alberta
09. Saskatchewan
10. British Columbia
11. Yukon
12. Northwest Territories
99. Can't answer

I.7 What was the approximate size of the community (city, town, village) where you lived before coming to Katimavik? (15)

1. Less than 10,000 in
2. Between 10,000 and 49,999 inhabitants
3. Between 50,000 and 99,999 inhabitants
4. Between 100,000 and 499,999 inhabitants
5. 500,000 or more inhabitants
9. Can't answer

1.8 To which ethnic or cultural group(s) do you (or your ancestors) belong? (CIRCLE THE APPROPRIATE NUMBER OR NUMBERS)

a) for aboriginal or native people of North America (16)

1. Inuit
2. Status or Registered Indian
4. Non-status Indian
8. Metis

b) for other participants (17-19)

001. English
002. French
004. Irish
008. Scottish
016. German
032. Italian
064. Ukrainian
128. Other (specify) _____
999. Can't answer

1.9 What is your education level? (CIRCLE THE APPROPRIATE NUMBER) (20)

1. Highschool not completed
2. Highschool completed
3. Technical Course/Training not completed
4. Technical Course/Training completed
5. Community College or equivalent not completed
6. Community College or equivalent completed
7. University not completed
8. University completed
0. Other (specify) _____
9. Can't answer

1.10 What did you do during the year prior to coming to Kotlnavik? (CIRCLE MORE THAN ONE NUMBER IF APPROPRIATE) (21-23)

001. Working full-time, with pay
002. Working part-time, with pay
004. Doing non-paid (volunteer) work
008. Attending school full-time
016. Attending school part-time
032. Was unemployed
064. On welfare
128. In the Armed Forces
256. Other (specify) _____
999. Can't answer

1.11 What is the language you use most often? (24)

1. French
2. English
3. Other (specify)
9. Can't answer

2. QUALITY OF INFORMATION RECEIVED PRIOR TO ARRIVING AT KATIMAVIK

If you compare your own experience in Katimavik with the in (posters, TV ads, participant guide, project description sheet, etc.) which you saw, heard or received before arriving at Katimavik, how well would you say this information described:	Very well	Fairly well	Poorly	Very poorly	Can't answer	
2.1 the demands of living in a group with other participants	1	2	3	4	9	(25)
2.2 the opportunity of travelling across Canada	1	2	3	4	9	(26)
2.3 the sites of Katimavik projects (isolated, rural, urban)	1	2	3	4	9	(27)
2.4 the content of the work projects (type of work and activities)	1	2	3	4	9	(28)
2.5 the kinds of contacts with the community where the project takes place	1	2	3	4	9	(29)
2.6 the kinds of cultural and leisure activities available outside of work	1	2	3	4	9	(30)
2.7 the life conditions in the projects (lodging, transportation, etc.)	1	2	3	4	9	(31)
2.8 the rules of conduct to follow	1	2	3	4	9	(32)
2.9 the second language (French) learning program	1	2	3	4	9	(33)
2.10 the work skills program and activites	1	2	3	4	9	(34)
2.11 the five other learning programs (nutrition, environme		2	3	4	9	(35)
2.12 the content and demands of the military option.	1	2	3	4	9	(36)

13 In order to help Katimavik improve the information given to participants prior to their arrival, can you suggest any improvements:

provement 1: _____

_____

_____ (37)

provement 2: _____

_____

_____

provement 3: _____

_____

_____

_____

. PARTICIPANT PREPARATION (ORIENTATION PERIOD)

_____

the course of the orientation period which took place at the ginning of your present trimester (rotation), how well were the llowing described or explained to you:

	Very Well	Well	Poorly	Very poorly	Can't answer	
.1 the content of the work project		2	3	4	9	(38)
.2 the different learning programs	1	2	3	4	9	(39)
.3 the objectives or aims of each of the learning programs	1	2	3	4	9	(40)

		Very well	Well	Poorly	Very poorly	Can't answer	
3.4	the people (teamleaders, promoters, etc.) for which you were going to work	1	2	3	4	9	(41)
3.5	the role of each participant in tasks related to housework, kitchen duty, etc.		2	3	4		(42)
3.6	how the work on the work site was to be divided among the participants	1	2	3	4	9	(43)
3.7	the usefulness of setting up a Group Development Plan (GDP)	1	2	3	4	9	(44)
3.8	the importance of working as a team	1	2	3	4	9	(45)
3.9	a description of the host community in terms of political, economic and social aspects	1	2	3	4	9	(46)

		0 days	1-2 day(s)	3-5 days	6 days or more	Can't answer	
3.10	What was the duration of the orientation period at the beginning of this trimester (rotation)?	1	2	3	4	9	(47)

		Too long	Somewhat too long	Just long enough	Somewhat too short	Can't answer	
3.11	Do you feel the length of the orientation period at the beginning of your trimester (rotation) was:	1	2	3	4	9	(48)

		Very appropriate	Fairly appropriate	More or less appropriate	Not very appropriate	Can't answer	
3.12	If you were a replacement (and arrived after the orientation period), did you find the preparation given to you:	1	2	3	4	9	(49)
3.13	Generally speaking, the materials and techniques used (workshops, resource persons, etc.) were:	1	2	3	4	9	(50)

		prepared	Well prepared	Not very well prepared	Very poorly prepared	Can't answer	
3.14	Do you feel that the persons (group leader and resource persons) who carried out the orientation period were:	1	2	3	4	9	(51)

15 Do you feel that the scheduling of activities during the orientation period was:

Too rigid	Rather rigid	Fairly flexible	Too flexible	Can't answer	
1	2	3	4	9	(52)

16 The amount of information given us during this orientation period was:

Much too great	Too great	Adequate	Too little	Can't answer	
1	2	3	4	9	(53)

17 In order to help Katimavik make improvements in the preparation of participants, please describe briefly below the improvements which you think would be most important to make:

rovement 1: _____

_____

_____

rovement 2: _____

_____ (54)

_____

rovement 3: _____

_____

_____

4. PHYSICAL LIVING CONDITIONS

Maintenance and Cleanliness of the Katimavik Residence

		Very clean	Clean	More or less clean	Dirty	Can't answer	
4.1	When we arrived at our project site, the Katimavik residence was:	1	2	3	4	9	(55)
4.2	During this trimester (rotation), the residence remained:	1	2	3	4	9	(56)

In the residence:		Very often	Often	Once in a while	Never	Can't answer	
4.3	I leave my clothes scattered all over.	1	2	3	4	9	(57)
4.4	When I'm through in the washroom, I clean it up for the next person.	1	2	3	4	9	(58)
4.5	After a get-together, I collect up the bottles and glasses that are lying around	1	2	3	4	9	(59)

4.6 To help Katimavik improve the cleanliness of the residences, please write below any improvement which you consider important:

Improvement 1: _____ (60)

Improvement 2: _____

Improvement 3: _____

_____

_____

Security in the Katimavik residence

In the residence:	Yes	No	Can't answer	
4.7 There are smoke detectors.	1	2	9	(61)
4.8 There is at least one fire extinguisher in each residence.	1	2	9	(62)
4.9 The exits are well marked.	1	2	9	(63)
4.10 Flammable liquids are stored in a safe place.	1	2	9	(64)
4.11 There has been at least one fire drill.	1	2	9	(65)
4.12 There is a fire evacuation plan which is known by all participants and clearly posted.	1	2	9	(66)

During my stay in Katimavik:	Always	Often	Occasionally	Never	Can't answer	
4.13 I make sure that nothing is blocking the emergency exits.	1	2	3	4	9	(67)
4.14 When I go out of the residence, I make sure that all electrical appliances are shut off.	1	2	3	4	9	(68)
4.15 I put away any objects or tools lying around which could hurt someone (a knife on a chair, a ladder in the hallway, etc.).	1	2	3	4	9	(69)
4.16 I make sure that all doors and windows are locked before going out.	1	2	3	4	9	(70)

4.17 According to you, what improvements could be made as far as safety and security in the Katimavik residence are concerned:

Improvement 1: _____

_____

_____

Improvement 2: _____ (71)

_____

_____

Improvement 3: _____

_____

_____

Transportation safety conditions	Always	Often	Occasionally	Never	Can't answer	
4.18 When the group leader drives us to our job sites or in the community, he (she) is a safe driver.	1	2	3	4	9	(72)
4.19 Some group members drive after drinking alcohol.	1	2	3	4	9	(73)
4.20 The vehicles made available to us are safe and in good working condition.	1	2	3	4	9	(74)
	Very Adequate	Adequate	Inadequate	Very Inadequate	Can't answer	
4.21 The instructions I received concerning my transportat project site to another druing my last rotation were:	1	2	3	4	9	(75)

.22 Can you suggest any changes which could be made in order to improve transportation safety and conditions in Katimavik projects:

provement 1: _____

_____

_____

provement 2: _____ (76)

_____

_____

_____

provement 3: _____

_____

_____

_____

fety conditions on work sites

y work project:

		Always	Often	Once in a while	Never	Can't answer	
23	I use electrical tools even if they show signs of being defective.	1	2	3	4	9	(77)
24	When I paint a room, I keep doors and windows shut.	1	2	3	4	9	(78)
25	When I use a ladder, I make sure that it is properly positioned and firmly rooted.	1	2	3	4	9	(79)
26	Before starting a job, I anticipate accidents which may occur.	1	2	3	4	9	(80)
							CARD 1-4)
27	We are given protection equipment (protective glasses, hard hats, ear plugs, etc.).	1	2	3	4	9	(5)
28	The tools we are given are in good working condition.	1	2	3	4	9	(6)
	[illegible]						

	Very capable	Capable	Not very capable	Not at all capable	Can't answer	
4.30 When a participant gets hurt on the work site, the team leader is able to administer the necessary first aid.	1	2	3	4	9	(8)

4.31 According to your work experience in the the last trimester (rotation), what improvements do you consider important for security and safety on job sites?

Improvement 1: _____

_____ (9)

_____

Improvement 2: _____

_____

_____

Improvement 3: _____

_____

_____

5. SOCIAL LIVING CONDITIONS

_____

Quality of group life

In my trimester (rotation):

	Often	Occasionally	Never	Can't answer	
5.1 The members of my group help each other when one of them has some problem.	1	2	3	4	9	(10)
5.2 Decisions are taken as a group.	1	2	3	4	9	(11)

		Always	Often	Occasionally	Never	Can't answer	
3	Some members of the group don't mix with the others.	1	2	3	4	9	(12)
4	There is a good balance between group activities and individual activities.	1	2	3	4	9	(13)
5	The assignment of tasks to group members is fair a		2	3	4		(14)
		Very often	Often	Occasionally	Never	Can't answer	
6	Group participants take drugs.	1	2	3	4	9	(15)
7	Group participants drink too much alcohol.	1	2	3	4	9	(16)
8	Group participants have sexual relations.	1	2	3	4	9	(17)
9	Group participants hitch-hike.	1	2	3	4	9	(18)

ality of the group leader and substitute

		Always	Often	Occasionally	Never	Can't answer	
10	The group leader shows good judgement.	1	2	3	4	9	(19)
11	The group leader is sure of himself (herself) he (she) stick to his (her) decisions.	1	2	3	4	9	(20)
12	The group leader knows how to organize activities so that they run smoothly.	1	2	3	4	9	(21)
13	The group leader is readily available when needed.	1	2	3	4	9	(22)
14	The group leader lives in the Katimavik residence six days out of seven, as planned.	1	2	3	4	9	(23)
15	The group leader ensures that proper behaviour rule[illegible] is maintained throughout the project.		2	3	4	9	(24)

	Always	Often	Occasionally	Never	Can't answer	
5.16 The group leader is resourceful.	1	2	3	4	9	(25)
5.17 The group leader gets actively involved with the projects.	1	2	3	4	9	(26)
5.18 The group leader shows consideration for the participants.	1	2	3	4	9	(27)
5.19 The group leader takes the necessary disciplinary (warning or expulsion) when participants do not observe the rules of conduct.	1	2	3	4	9	(28)
5.20 The group leader places a lot of emphasis on the learning programs.	1	2	3	4	9	(29)

	English only	English most of the time	Both languages equally	French most of the time	French only	
5.21 During group activities, the group leader speaks:	1	2	3	4	5	(30)

If another person had to replace your group leader who was absent, did the substitute seem to you to:	Always	Often	Occasionally	Never	Can't answer	
5.22 get involved in the carrying out of your group activities	1	2	3	4	9	(31)
5.23 provide the assistance or the information sought by the participant(s)	1	2	3	4	9	(32)
5.24 be readily available in terms of the group's needs	1	2	3	4	9	(33)

Integration in the community

(34)

5.25 Our group participated in social activities in the community.	1	2	3	4	9	(35)
5.26 People from the host community where the project is located got involved in the Katimavik project.	1	2	3	4	9	

	More than 4 meetings	3 - 4 meetings	1 - 2 meeting(s)	No meeting at all	Can't answer	
27 During your trimester (rotation), did you have meetings with other groups of participants?	1	2	3	4	9	(36)
		Often	Occasionally	Never	Can't answer	
28 We visited people in the community, outside of planned activities.	1	2	3	4	9	(37)
29 People from the host community visited us outside of scheduled activities.	1	2	3	4	9	(38)

rk supervisor

Based on your experience on your work site, did the work supervisor:	Always	Often	Occasionally	Never	Can't answer	
30 actively participate in the carrying out of your projects	1	2	3	4	9	(39)
31 make him(her)self available when participants needed him	1	2	3	4	9	(40)
32 show motivation	1	2	3	4	9	(41)
33 appreciate the significance of the work being done	1	2	3	4	9	(42)
34 have the work skills required for the work	1	2	3	4	9	(43)
35 have the ability to show you the skills required for the work	1	2	3	4	9	(44)

al Katimavik Committee

36 Do participants discuss amongst themselves certain problems which will be raised at the local Katimavik Committee meetings?	1	2	3	4	9	(45)
	Very easy	Quite easy	Quite difficult	Very difficult	Can't answer	
37 During the local Katimavik Committee meetings, is it easy to discuss difficulties encountered by participants in the project	1	2	3	4	9	(46)

	No, not at all	Yes, less than 2 weeks	Yes, 2-3 weeks	Yes, more than 3 weeks	Can't answer	
5.38 Did you live with a family in the project community?	1	2	3	4	9	(47)

5.39 According to you which changes should Katimavik make in order to improve the social living conditions in the project

Improvement 1: _____

_____

_____

Improvement 2: _____ (48)

_____

_____

Improvement 3: _____

_____

_____

_____

6. WORK PROJECTS

In my work project:	Completely true	Rather true	Rather false	Totally false	Can't answer	
6.1 I felt I was doing a useful job for the people in the community.	1	2	3	4	9	(49)
6.2 Without Katimavik, this project would probably never have been undertaken.	1	2	3	4	9	(50)
6.3 The work project was appropriate for developing my work skills.	1	2	3	4	9	(51)

		Very Often	Quite often	Occasstonally	Never	Can't answer	
6.4	There were periods of time when there wasn't sufficient work for all the participants	1	2	3	4	9	(52)
6.5	The jobs I was given were monotonous, (not varied		2	3	4	9	(53)
6.6	I felt I was wasting my time.	1	2	3	4	9	(54)
6.7	The equipment and material furnished by the promoter(s) were sufficient to carry out the required work project.	1	2	3	4	9	(55)

Based on your experience of how the local Katimavik Committees work, do you think that these committees allow participants:		Always	Often	Seldom	Never	Can't answer	
6.8	to discuss the overall functioning of the program	1	2	3	4	9	(56)
6.9	to discuss the work schedule	1	2	3	4	9	(57)
6.10	to discuss changes that could be made in the content of the work project	1	2	3	4	9	(58)
6.11	In the local Katimavik Committee the participants exert an influence.	1	2	3	4	9	(59)

		0% physical 100% non-physical	25% physical 75% non-physical	50% physical 50% non-physical	75% physical 25% non-physical	100% physical 0% non-physical	
6.12	The distribution between physical and non-physical activities in the project was:	1	2	3	4	5	(60)

6.13 Do you have any suggestions to make to Katimavik concerning the work projects:

Improvement 1: _____

_____ (61)

_____

Improvement 2: _____

_____

_____

Improvement 3: _____

_____

_____

_____

7. LEARNING PROGRAMS

_____

During your rotation, was the amount of information given in each of the learning programs too great or too little:	Too much information	Just enough information	Too little information	Much too little information	Can't answer	
7.1 learning of various work skills	1	2	3	4	9	(62)
7.2 learning of French	1	2	3	4	9	(63)
7.3 environmental awareness and appropriate technology	1	2	3	4	9	(64)
7.4 socio-cultural activities (lifestyles, geography, economic life of the community)	1	2	3	4	9	(65)
7.5 nutrition and well-being	1	2	3	4	9	(66)
7.6 active leisure (physical fitness, etc.)	1	2	3	4	9	(67)
7.7 international awareness.	1	2	3	4	9	(68)
	Enormously	Very much	More or less	Very little	Can't answer	
7.8 Did you enjoy the way the different learning programs were presented (material, resource persons, approach, etc.)?	1	2	3	4	9	(69)

Do you feel that the Individual Development Plans (IDP), that is, your plans of personal activities that you developed for each learning program, were useful in:		Very useful	Useful	More or less useful	Not very useful	Can't answer	
7.9	planning your project activities	1	2	3	4	9	(70)
7.10	selecting the activities that you considered important	1	2	3	4	9	(71)
7.11	judging the degree of relevance of the activities within each program	1	2	3	4	9	(72)
7.12	increasing the degree to which you could work without assistance	1	2	3	4	9	(73)
7.13	achieving the objectives that you had set for yourself.	1	2	3	4	9	(74)
Do you feel that the Group Development Plan (GDP), that is, the activities and objectives set by the group, was useful in:							
7.14	planning the various group activities throughout the project	1	2	3	4	9	(75)
7.15	discussing and exchanging ideas on program objectives with the other participants	1	2	3	4	9	(76)
7.16	evaluating the degree of reality of the activities selected by the group	1	2	3	4	9	(77)
7.17	achieving the project objectives	1	2	3	4	9	(78)
7.18	making use of all available time outside the work project	1	2	3	4	9	(79)
		Very well	Rather well	Rather poorly	Very poorly	Can't answer	
7.19	During your rotation, did the learning program committee work well?	1	2	3	4	9	(80)

7.20 Do you feel improvements should be made in the learning program activities proposed in Katimavik projects?

CA RD J
(1-4)

Improvement 1: _____

_____

_____

Improvement 2: _____ (5)

_____

_____

Improvement 3: _____

_____

_____

_____

8. OVERALL ASSESSMENT

_____

		Very adequate	Adequate	Poor	Very poor	Can't answer	
8.1	Generally speaking, the information (advertising, participant's guide, etc.) which I received before arriving at Katimavik was:	1	2	3	4	9	(6)
8.2	The preparation (orientation period) I received at the beginning of my trimester (rotation) was:	1	2	3	4	9	(7)
8.3	The physical living conditions (cleanliness, security, etc.) in the Katimavik house were:	1	2	3	4	9	(8)
8.4	The social living conditions were:	1	2	3	4	9	(9)
8.5	The quality of my work projects was:	1	2	3	4	9	(10)

		Very adequate	Adequate	Poor	Very poor	Can't answer	
.6	The learning programs' activities were:	1	2	3	4	9	(11)
		Definitely	Probably	Probably not	Definitely not	Can't answer	
.7	Would you recommend the Katimavik program to a g... yours?		2	3	4	9	(12)

.8 IF YOU HAVE ANY FURTHER COMMENTS OR SUGGESTIONS TO MAKE CONCERNING THE PROGRAM, PLEASE DO SO BELOW.

(13)

IF YOU PARTICIPATED IN THE MILITARY OPTION, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF NOT, STOP HERE. THANKS AGAIN FOR YOUR COOPERATION.

9. MILITARY OPTION

The following is a list of learning programs and skills which are taught as part of the military option. How well was each program or skill taught during your experience in Katimavik?	Very well	Well	Poorly	Very poorly	Can't answer	
9.1 first aid	1	2	3	4	9	(14)
9.2 fire fighting	1	2	3	4	9	(15)
9.3 safety and survival	1	2	3	4	9	(16)
9.4 rappelling	1	2	3	4	9	(17)
9.5 use of compass and maps	1	2	3	4	9	(18)
9.6 casualty evacuation	1	2	3	4	9	(19)
9.7 defensive driving	1	2	3	4	9	(20)
9.8 rigorous physical training	1	2	3	4	9	(21)
9.9 general military service knowledge (parade skills, rifle handling, fieldcraft)	1	2	3	4	9	(22)
9.10 experience in following orders from a superior (discipline)	1	2	3	4	9	(23)
9.11 organization of your way of living (self-discipline)	1	2	3	4	9	(24)
9.12 individual development and leadership		2	3	4	9	(25)
9.13 group life	1	2	3	4	9	(26)

ease rate your degree of satisfaction with regards to the following pects of the Katimavik military option:	Very dissatified	Somewhat dissatified	Somewhat satisfied	Very satisfied	Can't answer	
14 military training in general	1	2	3	4	9	(27)
15 experience in following orders from a superior (discipline)	1	2	3	4	9	(28)
16 organizing your way of living (self-discipline)		2	3	4	9	(29)
17 transportation	1	2	3	4	9	(30)
18 housing	1	2	3	4	9	(31)
19 activities outside the base	1	2	3	4	9	(32)
20 group life during the military option	1	2	3	4	9	(33)
21 academic subjects taught in military program	1	2	3	4	9	(34)
22 officers' work as military instructors	1	2	3	4	9	(35)
23 instructors' work as Katimavik responsibles	1	2	3	4	9	(36)
24 coordination between activities	1	2	3	4	9	(37)

hich way were Katimavik's objectives respected in the military ion?	Completely	Fairly well	Poorly	Not at all	Can't answer	
5 personal development	1	2	3	4	9	(38)
6 community service	1	2	3	4	9	(39)
7 environmental awareness	1	2	3	4	9	(40)
8 knowing and understanding the country.	1	2	3	4	9	(41)

9.29 How would you improve the Katmavik military option:

Improvement 1: _____

_____

_____

Improvement 2: _____ (42)

_____

_____

Improvement 3: _____

_____

_____

END OF QUESTIONNAIRE. THANK YOU ONCE AGAIN FOR YOUR COOPERATION! (43-8)

APPENDIX 5

DELIVERY QUESTIONNAIRE RESULTS-YEAR 8

	ANSWERS					PERCENTAGE					STATS		
QUESTION	No.1	No.2	No.3	No.4	No.9	ANS1	ANS2	ANS3	ANS4	ANS9	AVG	STD	VAR
INFORMATION RECEIVED PRIOR TO KATIMAVIK													
201	261	1102	578	169	75	11.95%	50.43%	26.45%	7.73%	3.43%	2.31	0.79	0.62
202	1268	751	95	27	44	58.03%	34.37%	4.35%	1.24%	2.01%	1.48	0.64	0.41
203	561	1065	406	88	65	25.68%	48.74%	18.58%	4.03%	2.97%	2.01	0.79	0.62
204	178	787	788	378	54	8.15%	36.02%	36.06%	17.30%	2.47%	2.64	0.87	0.75
205	165	840	829	220	131	7.55%	38.44%	37.94%	10.07%	6.00%	2.54	0.79	0.62
206	183	835	786	279	102	8.38%	38.22%	35.97%	12.77%	4.67%	2.56	0.83	0.69
207	279	1005	625	210	66	12.77%	46.00%	28.60%	9.61%	3.02%	2.36	0.83	0.69
208	1034	796	217	80	58	47.32%	36.43%	9.93%	3.66%	2.65%	1.69	0.80	0.64
209	585	986	433	121	60	26.77%	45.13%	19.82%	5.54%	2.75%	2.04	0.84	0.71
210	261	967	676	194	87	11.95%	44.26%	30.94%	8.88%	3.98%	2.38	0.82	0.67
211	146	813	804	324	98	6.68%	37.21%	36.80%	14.83%	4.49%	2.63	0.83	0.68
212	223	495	229	89	1149	10.21%	22.65%	10.48%	4.07%	52.59%	2.18	0.87	0.75
TOTAL	5144	10442	6466	2179	1989	19.62%	39.82%	24.66%	8.31%	7.59%	2.23	0.89	0.78
PARTICIPANT ORIENTATION													
301	639	1106	298	86	56	29.24%	50.62%	13.64%	3.94%	2.56%	1.92	0.77	0.60
302	493	1152	354	94	92	22.56%	52.72%	16.20%	4.30%	4.21%	2.02	0.76	0.58
303	413	967	559	132	114	18.90%	44.26%	25.58%	6.04%	5.22%	2.20	0.83	0.69
304	541	1053	419	99	73	24.76%	48.19%	19.18%	4.53%	3.34%	2.04	0.80	0.64
305	771	1127	195	45	47	35.29%	51.58%	8.92%	2.06%	2.15%	1.77	0.70	0.48
306	526	1026	400	100	133	24.07%	46.96%	18.31%	4.58%	6.09%	2.04	0.80	0.64
307	223	719	587	282	374	10.21%	32.91%	26.86%	12.91%	17.12%	2.51	0.90	0.81
308	495	935	457	138	160	22.65%	42.79%	20.92%	6.32%	7.32%	2.12	0.85	0.73
309	268	763	656	311	187	12.27%	34.92%	30.02%	14.23%	8.56%	2.51	0.91	0.83
TOTAL	4369	8848	3925	1287	1236	22.22%	44.99%	19.96%	6.54%	6.29%	2.12	0.85	0.72
310	64	499	1298	144	180	2.93%	22.84%	59.41%	6.59%	8.24%	2.76	0.62	0.39
311	60	200	1398	336	191	2.75%	9.15%	63.98%	15.38%	8.74%	3.01	0.62	0.39
312	42	140	96	86	1821	1.92%	6.41%	4.39%	3.94%	83.34%	2.62	0.97	0.94
313	353	863	527	141	301	16.16%	39.50%	24.12%	6.45%	13.78%	2.24	0.84	0.71
314	492	1150	305	99	139	22.52%	52.63%	13.96%	4.53%	6.36%	2.01	0.76	0.58
315	105	461	1256	116	247	4.81%	21.10%	57.48%	5.31%	11.30%	2.71	0.66	0.43
316	36	131	1561	307	150	1.65%	6.00%	71.44%	14.05%	6.86%	3.05	0.53	0.28
CLEANLINESS OF RESIDENCE													
401	369	934	489	346	47	16.89%	42.75%	22.38%	15.84%	2.15%	2.38	0.95	0.90
402	245	1172	642	71	55	11.21%	53.64%	29.38%	3.25%	2.52%	2.25	0.70	0.49
TOTAL	614	2106	1131	417	102	14.05%	48.19%	25.88%	9.54%	2.33%	2.32	0.84	0.70
MAINTENANCE OF RESIDENCE													

DELIVERY QUESTIONNAIRE RESULTS-YEAR 8

403	196	384	1104	456	45	20.87%	50.53%	17.57%	8.97%	2.06%	2.15	0.86	0.74
404	547	910	536	122	70	25.03%	41.65%	24.53%	5.58%	3.20%	2.11	0.85	0.73
405	347	901	735	88	114	15.88%	41.24%	33.64%	4.03%	5.22%	2.27	0.79	0.62
TOTAL	1350	2915	1655	406	229	20.59%	44.47%	25.25%	6.19%	3.49%	2.18	0.84	0.70
SECURITY IN RESIDENCE													
407	2076	73	0	0	36	95.01%	3.34%	0.00%	0.00%	1.65%	1.03	0.18	0.03
408	2094	45	0	0	46	95.84%	2.06%	0.00%	0.00%	2.11%	1.02	0.14	0.02
409	1580	531	0	0	74	72.31%	24.30%	0.00%	0.00%	3.39%	1.25	0.43	0.19
410	1540	324	0	0	321	70.48%	14.83%	0.00%	0.00%	14.69%	1.17	0.38	0.14
411	820	1314	0	0	51	37.53%	60.14%	0.00%	0.00%	2.33%	1.62	0.49	0.24
412	1146	943	0	0	96	52.45%	43.16%	0.00%	0.00%	4.39%	1.45	0.50	0.25
TOTAL	9256	3230	0	0	624	70.60%	24.64%	0.00%	0.00%	4.76%	1.26	0.44	0.19
PRACTICE OF SAFETY													
413	263	394	685	679	164	12.04%	18.03%	31.35%	31.08%	7.51%	2.88	1.02	1.04
414	607	621	600	293	64	27.78%	28.42%	27.46%	13.41%	2.93%	2.27	1.02	1.05
415	636	799	539	134	77	29.11%	36.57%	24.67%	6.13%	3.52%	2.08	0.90	0.81
416	387	437	580	662	119	17.71%	20.00%	26.54%	30.30%	5.45%	2.73	1.10	1.21
TOTAL	1893	2251	2404	1768	424	21.66%	25.76%	27.51%	20.23%	4.85%	2.49	1.06	1.13
SAFETY OF TRANSPORTATION													
418	1014	516	223	68	364	46.41%	23.62%	10.21%	3.11%	16.66%	1.64	0.84	0.70
419	15	26	218	1613	313	73.82%	9.98%	1.19%	0.69%	14.32%	1.17	0.46	0.22
420	808	596	349	88	344	36.98%	27.28%	15.97%	4.03%	15.74%	1.85	0.89	0.80
TOTAL	3435	1330	598	171	1021	52.40%	20.29%	9.12%	2.61%	15.58%	1.55	0.81	0.65
421	756	934	172	73	250	34.60%	42.75%	7.87%	3.34%	11.44%	1.77	0.76	0.58
SAFETY OF WORKSITE													
423	43	115	409	1236	382	56.57%	18.72%	5.26%	1.97%	17.48%	1.43	0.72	0.52
424	132	162	378	1037	476	47.46%	17.30%	7.41%	6.04%	21.78%	1.64	0.94	0.88
425	1336	339	154	48	308	61.14%	15.51%	7.05%	2.20%	14.10%	1.42	0.75	0.56
426	471	730	578	232	174	21.56%	33.41%	26.45%	10.62%	7.96%	2.28	0.95	0.90
427	560	482	410	283	450	25.63%	22.06%	18.76%	12.95%	20.59%	2.24	1.07	1.15
428	607	886	394	42	256	27.78%	40.55%	18.03%	1.92%	11.72%	1.93	0.78	0.60
429	1042	341	254	167	381	47.69%	15.61%	11.62%	7.64%	17.44%	1.75	1.01	1.03
TOTAL	6289	3565	2067	947	2427	41.12%	23.31%	13.51%	6.19%	15.87%	1.82	0.95	0.91
430	377	629	149	54	976	17.25%	28.79%	6.82%	2.47%	44.67%	1.90	0.78	0.60
QUALITY OF GROUP LIFE													
501	571	932	580	49	53	26.13%	42.65%	26.54%	2.24%	2.43%	2.05	0.79	0.63
502	625	962	499	53	46	28.60%	44.03%	22.84%	2.43%	2.11%	1.99	0.79	0.62
503	291	693	1013	146	42	6.68%	46.36%	31.72%	13.32%	1.92%	2.53	0.81	0.66
504	273	843	747	220	102	12.49%	38.58%	34.19%	10.07%	4.67%	2.44	0.85	0.72

DELIVERY QUESTIONNAIRE RESULTS-YEAR 8

505	405	926	585	135	134	18.54%	42.38%	26.77%	6.18%	6.13%	2.22	0.84	0.70
TOTAL	2020	4676	3104	748	377	18.49%	42.80%	28.41%	6.85%	3.45%	2.24	0.84	0.71
ADHERENCE TO CODE OF CONDUCT													
506	107	173	923	637	345	4.90%	7.92%	42.24%	29.15%	15.79%	3.14	0.81	0.65
507	126	276	1225	379	179	5.77%	12.63%	56.06%	17.35%	8.19%	2.93	0.76	0.57
508	130	222	755	614	464	5.95%	10.16%	34.55%	28.10%	21.24%	3.08	0.88	0.78
509	30	75	610	1098	372	1.37%	3.43%	27.92%	50.25%	17.03%	3.53	0.66	0.43
TOTAL	393	746	3513	2728	1360	4.50%	8.54%	40.19%	31.21%	15.56%	3.16	0.81	0.66
QUALITY OF GROUP LEADER													
510	439	1104	503	89	50	20.09%	50.53%	23.02%	4.07%	2.29%	2.11	0.77	0.60
511	756	878	401	89	61	34.60%	40.18%	18.35%	4.07%	2.79%	1.92	0.84	0.71
512	595	881	488	143	78	27.23%	40.32%	22.33%	6.54%	3.57%	2.08	0.88	0.78
513	722	780	511	115	57	33.04%	35.70%	23.39%	5.26%	2.61%	2.01	0.89	0.80
516	849	868	347	62	59	38.86%	39.73%	15.88%	2.84%	2.70%	1.82	0.80	0.65
517	704	735	508	176	59	32.22%	33.78%	23.25%	8.05%	2.70%	2.07	0.95	0.90
518	826	759	418	109	73	37.80%	34.74%	19.13%	4.99%	3.34%	1.91	0.89	0.79
520	468	812	605	212	88	21.42%	37.16%	27.69%	9.70%	4.03%	2.27	0.92	0.84
TOTAL	5359	6820	3781	995	525	30.66%	39.02%	21.63%	5.69%	3.00%	2.02	0.88	0.77
514	1199	477	308	130	71	54.87%	21.83%	14.10%	5.95%	3.25%	1.70	0.93	0.87
ENFORCEMENT OF CODE OF CONDUCT													
515	979	729	321	77	79	44.81%	33.36%	14.69%	3.52%	3.62%	1.76	0.84	0.71
519	865	658	363	91	208	39.59%	30.11%	16.61%	4.16%	9.52%	1.84	0.88	0.78
TOTAL	1844	1387	684	168	287	42.20%	31.74%	15.65%	3.84%	6.57%	1.80	0.86	0.74
LANGUAGE OF GROUP LEADER													
521	466	740	777	155	47	21.33%	33.87%	35.56%	7.09%	2.15%	2.29	0.89	0.79
QUALITY OF GROUP LEADER REPLACEMENT													
522	213	188	85	42	1657	9.75%	8.60%	3.89%	1.92%	75.84%	1.92	0.94	0.88
523	230	203	84	28	1640	10.53%	9.29%	3.84%	1.28%	75.06%	1.83	0.87	0.75
524	236	202	79	30	1638	10.80%	9.24%	3.62%	1.37%	74.97%	1.82	0.87	0.76
TOTAL	679	593	248	100	4935	10.36%	9.05%	3.78%	1.53%	75.29%	1.86	0.89	0.80
COMMUNITY INTEGRATION													
525	244	682	929	233	97	11.17%	31.21%	42.52%	10.66%	4.44%	2.55	0.84	0.70
526	210	575	895	418	87	9.61%	26.32%	40.96%	19.13%	3.98%	2.72	0.89	0.80
528	143	555	1051	347	89	6.54%	25.40%	48.10%	15.88%	4.07%	2.76	0.80	0.65
529	104	441	1101	451	88	4.76%	20.18%	50.39%	20.64%	4.03%	2.91	0.78	0.61
TOTAL	701	2253	3976	1449	361	8.02%	25.78%	45.49%	16.58%	4.13%	2.74	0.84	0.71
527	616	452	720	313	84	28.19%	20.69%	32.95%	14.32%	3.84%	2.35	1.05	1.11

DELIVERY QUESTIONNAIRE RESULTS-YEAR 8

QUALITY OF WORK SUPERVISOR												
530	586	704	577	207	111	26.82%	32.22%	26.41%	9.47%	5.08%	2.20	0.96	0.92
531	814	669	526	103	73	37.25%	30.62%	24.07%	4.71%	3.34%	1.96	0.91	0.83
532	738	685	485	168	109	33.78%	31.35%	22.20%	7.69%	4.99%	2.04	0.95	0.91
533	949	566	416	164	90	43.43%	25.90%	19.04%	7.51%	4.12%	1.90	0.98	0.96
534	1049	624	304	68	140	48.01%	28.56%	13.91%	3.11%	6.41%	1.70	0.84	0.71
535	987	587	367	103	141	45.17%	26.86%	16.80%	4.71%	6.45%	1.80	0.91	0.82
TOTAL	5123	3835	2675	813	664	39.08%	29.25%	20.40%	6.20%	5.06%	1.93	0.94	0.88
536	166	413	530	517	559	7.60%	18.90%	24.26%	23.66%	25.58%	2.86	0.98	0.96
537	150	468	265	107	1195	6.86%	21.42%	12.13%	4.90%	54.69%	2.33	0.86	0.74
538	222	152	1605	50	156	10.16%	6.96%	73.46%	2.29%	7.14%	2.73	0.68	0.46
USEFULNESS OF WORK PROJECT													
601	768	830	342	167	78	35.15%	37.99%	15.65%	7.64%	3.57%	1.96	0.92	0.84
602	507	617	447	431	183	23.20%	28.24%	20.46%	19.73%	8.38%	2.40	1.08	1.18
603	620	780	370	308	107	28.38%	35.70%	16.93%	14.10%	4.90%	2.18	1.02	1.04
TOTAL	1895	2227	1159	906	368	28.91%	33.97%	17.68%	13.82%	5.61%	2.17	1.02	1.05
QUALITY OF WORK PROJECT													
604	414	504	844	371	52	18.95%	23.07%	38.63%	16.98%	2.38%	2.55	0.99	0.98
605	417	491	823	353	101	19.08%	22.47%	37.67%	16.16%	4.62%	2.53	0.99	0.99
606	311	344	777	679	74	14.23%	15.74%	35.56%	31.08%	3.39%	2.86	1.03	1.06
TOTAL	1142	1339	2444	1403	227	17.42%	20.43%	37.28%	21.40%	3.46%	2.65	1.02	1.03
607	920	742	338	64	121	42.11%	33.96%	15.47%	2.93%	5.54%	1.78	0.83	0.69
USEFULNESS OF LKC													
608	202	553	370	127	933	9.24%	25.31%	16.93%	5.81%	42.70%	2.34	0.87	0.75
609	218	563	336	150	918	9.98%	25.77%	15.38%	6.86%	42.01%	2.33	0.90	0.80
610	217	538	366	152	912	9.93%	24.62%	16.75%	6.96%	41.74%	2.36	0.90	0.81
611	131	492	361	201	1000	6.00%	22.52%	16.52%	9.20%	45.77%	2.53	0.90	0.81
TOTAL	768	2146	1433	630	3763	8.79%	24.55%	16.40%	7.21%	43.05%	2.39	0.89	0.80
612	215	600	432	522	416	9.84%	27.46%	19.77%	23.89%	19.04%	2.71	1.02	1.04
AMOUNT OF INFORMATION ON L P ACTIVITIES													
701	30	1089	710	209	147	1.37%	49.84%	32.49%	9.57%	6.73%	2.54	0.70	0.48
702	64	985	702	300	134	2.93%	45.08%	32.13%	13.73%	6.13%	2.60	0.77	0.59
703	32	853	832	321	147	1.46%	39.04%	38.08%	14.69%	6.73%	2.71	0.74	0.55
704	53	1119	667	231	115	2.43%	51.21%	30.53%	10.57%	5.26%	2.52	0.72	0.52
705	122	1228	540	179	116	5.58%	56.20%	24.71%	8.19%	5.31%	2.38	0.72	0.53
706	93	1404	460	123	105	4.26%	64.26%	21.05%	5.63%	4.81%	2.29	0.64	0.42
707	51	845	818	329	142	2.33%	38.67%	37.44%	15.06%	6.50%	2.70	0.76	0.58
TOTAL	445	7523	4729	1692	906	2.91%	49.19%	30.92%	11.06%	5.92%	2.53	0.74	0.55

DELIVERY QUESTIONNAIRE RESULTS-YEAR 8

708	123	845	1029	210	178	5.63%	29.52%	47.09%	9.61%	8.15%	2.66	0.75	0.56
USEFULNESS OF IDP													
709	181	689	568	389	358	8.28%	31.53%	26.00%	17.80%	16.38%	2.64	0.92	0.86
710	245	813	507	266	354	11.21%	37.21%	23.20%	12.17%	16.20%	2.43	0.90	0.80
711	163	722	546	255	499	7.46%	33.04%	24.99%	11.67%	22.84%	2.53	0.86	0.74
712	394	756	410	229	396	18.03%	34.60%	18.76%	10.48%	18.12%	2.26	0.94	0.89
713	417	772	421	224	351	19.08%	35.33%	19.27%	10.25%	16.06%	2.25	0.94	0.88
TOTAL	1400	3752	2452	1363	1958	12.81%	34.34%	22.44%	12.48%	17.92%	2.42	0.93	0.86
USEFULNESS OF GDP													
714	397	887	426	147	328	18.17%	40.59%	19.50%	6.73%	15.01%	2.17	0.85	0.73
715	327	784	496	208	370	14.97%	35.88%	22.70%	9.52%	16.93%	2.32	0.90	0.81
716	251	842	505	176	411	11.49%	38.54%	23.11%	8.05%	18.81%	2.34	0.84	0.71
717	261	868	482	175	399	11.95%	39.73%	22.06%	8.01%	18.26%	2.32	0.84	0.71
718	281	740	542	253	369	12.86%	33.87%	24.81%	11.58%	16.89%	2.42	0.91	0.83
TOTAL	1517	4121	2451	959	1877	13.89%	37.72%	22.43%	8.78%	17.18%	2.32	0.87	0.76
719	234	994	460	178	319	10.71%	45.49%	21.05%	8.15%	14.60%	2.31	0.81	0.66
OVERALL ASSESSMENT													
801	241	1182	518	127	117	11.03%	54.10%	23.71%	5.81%	5.35%	2.26	0.74	0.55
802	370	1345	261	82	127	16.93%	61.56%	11.95%	3.75%	5.81%	2.03	0.68	0.47
803	478	1368	210	48	81	21.88%	62.61%	9.61%	2.20%	3.71%	1.92	0.64	0.41
804	361	1331	331	70	92	16.52%	60.92%	15.15%	3.20%	4.21%	2.05	0.68	0.46
805	565	953	396	166	105	25.86%	43.62%	18.12%	7.60%	4.81%	2.08	0.88	0.78
806	252	1282	406	123	122	11.53%	58.67%	18.58%	5.63%	5.58%	2.19	0.72	0.52
TOTAL	2267	7461	2122	616	644	17.29%	56.91%	16.19%	4.70%	4.91%	2.09	0.74	0.54
807	1146	702	133	55	149	52.45%	32.13%	6.09%	2.52%	6.82%	1.56	0.73	0.54

8.4 SPONSOR FEEDBACK

Please check the region that applies to you.

PACIFIC	PRAIRIES N.W.T.	ONTARIO	QUEBEC	ATLANTIC
☐	☐	☐	☐	☐

IMPORTANT

Katimavik is interested in learning more about you.

SPONSOR IDENTIFICATION (PLEASE PRINT OR TYPE)

NAME OF ORGANIZATION:

_____

ORGANIZATION'S ADDRESS **PROVINCE**

_____

TELEPHONE NUMBER

( ) _____

REPRESENTATIVE'S NAME **NAME OF GROUP LEADER**

_____ _____

KATIMAVIK'S VISIBILITY (Questions #1)

1. How did you first hear about KATIMAVIK?
   (Please check all answers that apply).

   1 ☐ Article in newspaper or magazine
   2 ☐ Radio or TV interview
   3 ☐ Advertising in magazines or newspapers
   4 ☐ A Mail Campaign
   5 ☐ Personal contact with KATIMAVIK personnel
   6 ☐ At a conference, seminar, meeting, etc.
   7 ☐ From a past or present sponsor
   8 ☐ Word of mouth
   9 ☐ Through a professional association

QUALITY OF OUR MATERIAL (Question #2)

2. Below is the material designed to explain the program to our sponsors and forms to be used by them.

   a) On a scale of 1 to 5 where "1" means that " I was not satisfied" and "5" means that "I was very satisfied", for each one you've seen or read, please rate the following two aspects by circling the number that best represents your opinion. (if you have not seen or read some of these items, please circle the corresponding code.)

MATERIAL	AMOUNT OF INFORMATION I was not satisfied / I was very satisfied	CLARITY I was not satisfied / I was very satisfied	I did not see or receive it	I received it, but did not read it
Slide tape presentation on Project Development (12 minutes)	1 2 3 4 5	1 2 3 4 5	6	
Katimavik Working With You (folder 4" x 9")	1 2 3 4 5	1 2 3 4 5	6	7
Sponsor Manual (book, 8" x 11 1/2")	1 2 3 4 5	1 2 3 4 5	6	7
Sponsor Application (form 8 " x 11 1/2")	1 2 3 4 5	1 2 3 4 5		
Sponsor Feedback (this form you are completing right now)	1 2 3 4 5	1 2 3 4 5		

   b) If you were not satisfied with the amount and/or clarity of information, please state the two major weaknesses:

   i. _____

   _____

   ii. _____

   _____

QUALITY OF THE PROJECT DEVELOPMENT PROCESS (Question #3,#4)

3. a) Which of the following clauses of your sponsor application were changed after the final review by the Katimavik regional staff? (please check all answers that apply)

0 ☐ None
1 ☐ Number of participants
2 ☐ Number of participants-work weeks
3 ☐ Type of work
4 ☐ Other - specify: _____

b) If you checked 1,2,3, or 4, why was there change(s)? _____

4. In your opinion, how successful was the quality of the project development process?

1. ☐ Very Successful
2. ☐ Not successful

Please elaborate _____

QUALITY OF OUR PARTICIPANTS (Question #5)

5. On a scale of 1 to 5 where "1" means "I was not satisfied" and "5" means that "I was very satisfied", please rate each of the following characteristics of participants' attitude and performance. (For each characteristic, please circle the number that best represents your opinion.)

	1st Trimester	2nd Trimester	3rd Trimester
	not satisfied/very satisfied		
. Enthusiasm	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Quality of work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Initiative	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Responsibility	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Attendance	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Punctuality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
. Personal appearance	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

QUALITY OF OUR STAFF (Questions #6, #7)

6. On a scale of 1 to 5, where "1" means that "I was not satisfied" and "5" means that "I was very satisfied", please rate the following characteristics. (For each characteristic, please circle the number that best represents your opinion).

a) Regional Office Staff (Project Development)	Not Satisfied				Very Satisfied
. Handling of your information requests	1	2	3	4	5
. Planning	1	2	3	4	5

6. b) District Staff, this includes (District Coordinator and District Group Leader)
(supervision of the project operations in a district)

	I was not satisfied with this aspect			I was very satisfie with this aspect	
• Handling of your information requests	1	2	3	4	5
• Accessibility	1	2	3	4	5
• Reliability	1	2	3	4	5
• Mediation	1	2	3	4	5
• Initiative	1	2	3	4	5

c) Group Leader (day-to-day operations of a project)

• Handling of your information requests	1	2	3	4	5
• Accessibility	1	2	3	4	5
• Reliability	1	2	3	4	5
• Mediation	1	2	3	4	5
• Initiative	1	2	3	4	5
• Planning	1	2	3	4	5
• Time spent on your work site	1	2	3	4	5
• Group Management	1	2	3	4	5

7. a) How much time did the group leader spend at your work site per week, on average?

1 ☐ Less than one hour
2 ☐ Between one and two hours
3 ☐ Two to five hours
4 ☐ More than five hours

b) Was this time sufficient to bring him/her up-to-date on the state of the work project?

1 ☐ Was sufficient
2 ☐ Was not sufficient

Comments, if needed: _____

_____

SPONSORS' MAIN DIFFICULTIES (Question #8, #9)

8. To what extent did the following chracteristics of the Katimavik program cause you difficulties?
(Please circle the number that best represents your opinion.)

	Major Difficulties				No Difficulties
• Participant training at the beginning and debriefing at the end of each trimester.	1	2	3	4	5
• Participants rotating jobs within a three (3) month period	1	2	3	4	5
• Participants' billeting periods	1	2	3	4	5
• Participants' excursions once per trimester	1	2	3	4	5
• Participants' time-off (4 days per trimester)	1	2	3	4	5
• Short time between your first contact with our personnel and when you had to submit your application	1	2	3	4	5
• Functioning of the Local Katimavik Committee	1	2	3	4	5

9. Here is a list of pre-requisite conditions to a successful Katimavik project. What was your level of difficulty in meeting these conditions? (Please circle the number that best represents your opinion.)

	Major Difficulties				No Difficulties
• Get the cooperation from the community	1	2	3	4	5
• Obtain the funds expected.	1	2	3	4	5
• Find a competent and enthusiastic supervisor.	1	2	3	4	5
• Plan the work project	1	2	3	4	5
• Have the participant work schedule coincide with your organization's working hours.	1	2	3	4	5
• Secure material and equipment on time for the work project start-up	1	2	3	4	5
• Train and supervise the participants	1	2	3	4	5
• Motivate the participants	1	2	3	4	5

SPONSORS' OVERALL LEVEL OF SATISFACTION (Questions 10, 11, 12, 13)

10. Was the work project completed as projected?

1 ☐ Yes

2 ☐ No

If No, why?_____

11. If you had more work to be done, would you re-apply?

1 ☐ Yes

2 ☐ No

If No, why?_____

12. In your opinion, how successful was your work project in giving participants work training and experience? (On a scale of 1 to 5, where "1" is "not very successful" and "5" is "very successful".

1 2 3 4 5

Comments, if needed:_____

_____

_____

13. In your opinion, how valuable was Katimavik participants' work for your community and the society at large? (On a scale of 1 to 5 where "1" is "not valuable" and 5 is "very valuable").

1 2 3 4 5

Comments, if needed:_____

_____

_____

ADDITIONAL SUGGESTIONS

14. The space below is provided for your suggestions for improvements, as well as any specific other likes/dislikes you may have, that we did not touch on in this questionnaire.

15. **FUNDING** (please check only one)

Your organization is:

1. ☐ Part of the Federal Government or funded mostly with Federal funds
2. ☐ Part of the Provincial Government or funded mostly with Provincial funds
3. ☐ Part of the Municipal Government or funded mostly with Municipal funds
4. ☐ A Private Association funded mostly with private funds
5. ☐ Other; please specify:_____

16. **CLIENTELE** (please check only one)

1. ☐ Youth (0 - 24)
2. ☐ Adult (25 - 65)
3. ☐ Aged (over 65)
4. ☐ A combination of the above

17. **EXPERIENCE** (as a Katimavik sponsor)

1. ☐ 1 year
2. ☐ 2 years
3. ☐ 3 years
4. ☐ 4 years or more

18. **TYPE OF WORK DONE BY PARTICIPANTS**

1. ☐ Physical (maintenance, building, cleaning, writing, etc.)
2. ☐ Non-Physical (assistance to students, elderly, handicapped people)

* If both apply, please indicate the % of work in each one.

Physical %_____

Non-Physical %_____

19. **PURPOSE** Your organization is involved primarily in: (Please check only one).

1. ☐ Community Enhancement

Ex: Community centers:
-YMCA or YWCA
-Lions Club - Kiwanis - Boy Scouts
-Municipality - Social Affairs Ministry
-Television - Radio - Newspaper
-Old Age Homes
-Historic Site and/or Monuments
-Boys and Girls Clubs
-Youth Hostels

2. ☐ Economic Enhancement

Ex: Cooperatives - Caisses populaires - Credit Unions - Chamber of Commerce - Industrial Commissioners

3. ☐ Education, Culture, Religion

Ex: Nurseries - Primary schools - High schools - Colleges - Universities - Libraries - Museums - Cultural Centres - Arts and Crafts Centres

4. ☐ Physical Fitness Enhancement

Ex - Outdoor centres - recreation centres - Parks and Recreation Associations
- Sports Associations or Clubs
- Hospitals - Clinics - Ministry of Health

5. ☐ Protection of Physical Resources

Ex: Environment Canada
Energy, Mines and Resources
4H Clubs

If your organization is involved specifically in forestry (education and tree planting, maintenance & protection in rural & urban settings), please put an "F" in the circle provided. ◯

APPENDIX 7

TYPE OF WORK DONE BY KATIMAVIK PARTICIPANTS

a) Construction

Building
Renovations
General light building maintenance and repairs
Energy conservation

b) Non-physical Social Service Activities

General hospital work
General work with the elderly, handicapped and disadvantaged
Referral services
Research work, clerical work
Library work
Other

c) Parks, Recreation & Civic Development

Trail clearing, ski trails, access ramps/roads, sidewalks, habitat/campground improvement & development
River and stream clearing
General clean-up and maintenance
Surveying
Tourism development/information
General work in a municipality

d) Silviculture

e) Archeological Work

Field work
Restoration
Research lab
Work at museum or historical site

f) Other

Work in cemetery
Recycling
Non-social clerical work
Physical work for Parish Church